DOCUMENT RESUME

ED 181 060 TM 009 968

TITLE	Guide for Evaluation of Special Education Programs and Related Pupil Personnel Services.
INSTITUTION	New Jersey State Dept. of Education, Trenton.
PUB DATE	[79]
NOTE	195p.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Administrator Guides; Check Lists; Data Collection; Educational Diagnosis; Educational Facilities; Educational Finance; Educational Planning; Elementary Secondary Education; *Evaluation Criteria; Guides; *Handicapped Students; Individualized Programs; Interagency Cooperation; Private Schools; Program Administration; *Program Evaluation; *Pupil Personnel Services; School Community Relationship; Screening Tests; *Special Education; Staff Improvement; Student Evaluation; Student Records; Student Transportation; Testing
IDENTIFIERS	Individualized Educational Programs

ABSTRACT

Two purposes are served by this guide: to allow school districts to examine their special education programs and related pupil personnel services, and to aid state departments of education in evaluating the nature, scope, and quality of school district offerings to handicapped students. The guide is divided into two parts: one provides forms for tabulating data and the other consists of chapters, each dealing with a specific component to be assessed. Criteria, derived from federal and state legislation and regulations and professional practices, are listed for evaluating each component. Questions are also provided to assist in examining the significance of the collected data and to understand the implications for corrective action. The components to be evaluated are: the annual plan for special education and related services; identification, screening, and referral; evaluation and classification; individualized educational programs; special education programs and related services; program administration; pupil personnel services; staff development, orientation, and training; pupil records; transportation; physical facilities; finance and budget; services to pupils in private schools; and community and interagency relations. A number of checklists are included. (MH)

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New Jersey State Department of Education

Branch of Special Education
and Pupil Personnel Services

GUIDE FOR EVALUATION OF SPECIAL EDUCATION PROGRAMS AND RELATED PUPIL PERSONNEL SERVICES

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ACKNOWLEDGEMENTS

The committee appointed by the Branch of Special Education and Pupil Personnel Services to prepare the Guide for Evaluation of Special Education Programs and Related Pupil Personnel Services wishes to thank everyone who contributed to our efforts.

Special appreciation is extended to: Ms. Grace Hill of EIC-South for typing the manuscript; the Northeast Regional Resource Center for securing needed assistance; and EIC-Central and the Marie H. Katzerbach School for the Deaf for the use of conference rooms.

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FOREWORD

The rights of handicapped children to free, appropriate and quality education are guaranteed by federal and state legislation and regulations. The quality of services offered to individual children is a result of commitment by local communities and of the professionalism and dedication of their educational staffs.

This Guide for Evaluation of Special Education Programs and Related Pupil Personnel Services is an evaluation instrument that serves two purposes. It assists a school district to examine its own special education programs and related pupil personnel services. It also serves as the basic document by which the Branch of Special Education and Pupil Personnel Services evaluates the nature, scope, and quality of the services a school district provides for its handicapped pupils. The process of self-study and evaluation is necessary for the continual improvement of education.

The criteria for evaluation in this Guide provide comprehensive standards against which the Local Educational Agency (LEA) can assess its programs and services. These criteria are derived from federal and state statutes and regulations and reflect commitment to a high quality of professional practice.

INSTRUCTIONS

The Guide for Evaluation of Special Education Programs and Related Pupil Personnel Services is divided into two sections:

Part A deals with statistical information regarding the provisions of special education and pupil personnel services. Self-explanatory forms for recording the necessary data are provided. Questions designed to assist the district to examine the significance of the data compiled and to understand the implications this information has for upgrading services to pupils are included.

Part B is divided into chapters, each of which deals with a specific component of special education and pupil personnel services. Chapters are organized to include criteria for legal requirements as well as for sound professional practice. The user of the Guide determines whether these criteria are being met; documentation to clarify and support the criteria is suggested. Questions are provided which are intended to help the LEA draw conclusions concerning the quality of services offered and to then plan for corrective action. Sections are color-coded to facilitate distribution to, and completion by, the respective personnel.

More than one use of the Guide is possible and should be considered. For example, sections of the Guide can be used for self-assessment by pupil personnel staff, instructional staff, and administrative personnel to evaluate the quality of services being provided for handicapped pupils. The size of the school district, time constraints, resources, and administrative structure affect the self-assessment process. In smaller districts, it might be feasible for each of the instructional, child study team and other pupil personnel staff to complete a self-assessment. For larger districts a representative sample from each of these groups may have to be selected. To provide a basis for comparison of perceptions regarding team, educational, and administrative services, the district may want to have personnel with supervisory responsibilities compare their assessments with those made by individual professional staff members. The variance in perceptions, as well as identified areas of deficiency, could serve as avenues for planned growth. The Branch of Special Education and Pupil Personnel Services is available to provide consultation to school districts that undertake a self-assessment of the nature, scope, and quality of the services they provide for handicapped pupils.

When the Guide serves as the basic document for evaluation by the Branch of Special Education and Pupil Personnel Services, the evaluation process includes the following stages:

1. Evaluation begins either upon request of the local district, county office of education, Branch of Special Education and Pupil Personnel Services, or the Commissioner of Education. Timely notice is given so that preparation for the evaluation can be made.

2. A State Evaluation Team is designated by the Branch of Special Education and Pupil Personnel Services to conduct the evaluation. A chairperson(s) is assigned to coordinate the process.

3. A District Evaluation Team is designated by the LEA. The team's composition should insure a broad spectrum of representation and include administrators, pupil personnel services staff, regular and special education teachers, parents, community members, and board of education members.

4. The local district designates a chairperson of the District Evaluation Team who assumes coordination of the evaluation process within the district. This person can be the superintendent, pupil personnel director, special education director, or other school official.

5. Pre-evaluation meeting(s) between the District Evaluation Team and representative(s) of the State Evaluation Team are held to:

    a. distribute and explain the Guide;

    b. establish a time line for orientation, district completion of the Guide, data collection, on-site visits, conferences, record reviews, interviews, feedback sessions with the district, and evaluation reports by the State Evaluation Team;

    c. answer any questions regarding the evaluation process.

6. The District Evaluation Team develops methods and procedures for conducting the evaluation which include determining time lines and schedules, planning for orientation sessions and other meetings, disseminating materials, facilitating liaison among all involved groups, and compiling the data necessary for completing the Guide.

    It is suggested that the Guide be apportioned among sub-committees organized by the District Evaluation Team. Within the overall structure devised by the District Evaluation Team, each sub-committee would be responsible for delineating its course of action, discussing pertinent issues, compiling documentation, and recommending specific action.

7. The completed Guide is reviewed by all members of the District Evaluation Team.

8. The completed Guide is forwarded to the State Evaluation Team prior to on-site visits. Documentation and data are available for review.

9. On-site visits include the following:

    a. introductory meeting between LEA staff and State Evaluation Team;

    b. record review;

    c. program observation;

    d. interviews with special and regular education teachers, administrators, child study team and related pupil personnel services staff, pupils, parents, board of education members, and community agency representatives.

10. A conference is held at the conclusion of the visit to convey the overall impressions of the State Evaluation Team.

11. The State Evaluation Team writes a preliminary evaluation report and sends it to the Branch of Special Education and Pupil Personnel Services.

12. The Branch reviews the preliminary evaluation report and sends it to the LEA. The district reviews the report for factual accuracy and returns it to the Branch.

13. The final report is formally presented to the LEA.

14. The LEA responds in writing to the State Evaluation Team's final report with a remedial plan for each non-compliance issue that specifies the corrective action that will be taken, time lines for completion, and responsibility for implementation.

15. Follow-up procedures are implemented by the State Evaluation Team.

PART A

SCHOOL DISTRICT PROFILE

AND ANALYSIS

School District _____ County _____

Superintendent _____

Name & title of person in charge of special education _____

_____

Name & title of person in charge of pupil personnel services _____

_____

Name of child study team chairperson(s) _____

_____

A. Population

1. Total number of pupils in district _____

Breakdown: White ____

Black ____

Hispanic ____

Other ____

2. Total number of pupils classified as handicapped _____

What percentage of the district's pupil population does this figure represent? _____.

TABLE I

HANDICAPPED POPULATION

(INSTRUCTIONS: Fill in the table below for only those handicapped pupils who are residents of your district regardless of their program placement. Do not include tuition students from other school districts. For each area of handicap indicate the number and percentage per ethnic category. Thus for each row across the percentage should equal 100.)

	White		Black		Hispanic		Other		Total
	No.	%	No.	%	No.	%	No.	%	
1. Educable									
2. Trainable									
3. Eligible for Day Training									
4. Visually Handicapped									
A. Blind									
B. Partially Sighted									
5. Auditorily Handicapped									
A. Deaf									
B. Hard of Hearing									
6. Communication Handicapped									
A. Communication Handicapped*									
B. Eligible for Speech Correction Services									
7. Neurologically Impaired									
8. Perceptually Impaired									
9. Orthopedically Handicapped									
10. Chronically Ill									
A. Chronic Illness									
B. Eligible for Home Instruction									
11. Emotionally Disturbed									
12. Socially Maladjusted									
13. Multiply Handicapped									
GRAND TOTAL									

TABLE II

SUMMARY OF SPECIAL EDUCATION PLACEMENTS OF HANDICAPPED PUPILS RESIDING IN DISTRICT

(List Number of Pupils in Each Type of Program)

	Regular Class and Supplemental Instruction	Itinerant Teacher	Resource Room Program	Spec. Class w/ Integration into Reg. Class(es)	Self-Contained Spec.Ed.Class in a Regular School	Self-Contained Spec. Ed.Class in a Public Spec. Ed.School	State Operated Program		Private School		Home/ Individual Instruction*	No Special Services*	Total
							Day	Res.	Day	Res.			
1. Educable													
2. Trainable													
3. Eligible for Day Training													
4. Visually Handicapped/Blind													
VH/Partially Sighted													
5. Auditorily Handicapped/Deaf													
AH/Hard of Hearing													
6. Communication Handicapped/ Communication Handicapped													
7. Neurologically Impaired													
8. Perceptually Impaired													
9. Orthopedically Handicapped													
10. Chronically Ill													
11. Emotionally Disturbed													
12. Socially Maladjusted													
13. Multiply Handicapped													

1. Number of resident handicapped pupils served by special programs within the district._____
2. Number of resident handicapped pupils served in special programs outside the district._____
3. Number of handicapped pupils from other districts served by the district._____

* Indicate on a separate sheet(s) each pupil's name, classification and the reason (s) for such a program or the lack thereof. For each pupil receiving home instruction, indicate how long such a program has been in effect and the date the County Office approved such a program.

1. List other public school districts serving resident handicapped pupils, and indicate by classification and age the number of pupils in each district.

2. List the private schools serving resident handicapped pupils, and indicate by classification and age the number of pupils in each school.

3. List the public school districts sending handicapped students on a tuition basis to this district. Provide a breakdown of the number of pupils by classification and age.

4. List the shared-time vocational special needs programs serving resident handicapped pupils and indicate the number of pupils by classification and age.

TABLE III

SPECIAL PROGRAMS WITHIN THE DISTRICT

(Use additional sheets as needed)

A. Special Education Classes

Classification	Number in Program	Age Range	Location of Program	Time Program Begins and Ends	Date County Office Approved Program	Standard Classroom ** Yes	Standard Classroom ** No	Name(s) of Teacher(s)	Certificate Held *

B. Resource Room ***

* Indicate type of certificate and whether standard(S) or provisional(P).

** If not, list date of county approval for substandard classroom.

*** Indicate whether the Resource Room is a single handicap, a mixed handicap, or an open program.

TABLE III (Cont'd)

C. Other Special Education Programs

	Name of Teacher	Certificate Held	Classification(s) Served	No. in Program	Age Range	Location of Program	Date County Office Approved Programs
Supplemental Instruction							
Speech Correction							
Home Instruction							
Pre-School							
Other							

TABLE IV

SPECIAL SERVICES PERSONNEL
(Use additional sheets as needed)

	Name	Certificate Held*	Employed		
			Full Time	Part Time**	Per Case***
1. School Psychologist(s)					
2. School Social Worker(s)					
3. Learning Disabilities Teacher-Consultant(s)					
4. School Nurse(s)					
5. School Nurse Practitioner					
6. School Physician(s)					
7. Speech Correctionist(s)					
8. School Counselor(s)					
9. Physical Therapist					
10. Occupational Therapist					
11. Psychiatrist(s)					
12. Neurologist					
13. Ophthalmologist					
14. Optometrist					
15. Otolaryngologist					
16. Audiologist					
17. Other					

* - Indicate type of certificate and whether standard(S) or provisional(P).
** - Indicate portion of time in days per week.
*** - Indicate date of county approval.

SUMMARY OF SPECIAL SERVICES

1. Number of pupils referred yearly to the child study team. _____

2. Estimate the average time between the receipt of a referral and the child study team's preliminary determination of need for a comprehensive evaluation. _____

3. Estimate the average time between the determination of need and the completion of the comprehensive evaluation by the child study team. _____

4. Number of pupils evaluated yearly by the child study team. _____

5. Number of pupils classified yearly as being handicapped. _____

6. Estimate of time between classification of a pupil and implementation of the Individualized Education Program (I.E.P.). _____

7. Number of pupils on waiting list to receive services from the child study team. _____

8. Number of handicapped pupils on waiting list to receive related services as recommended by the child study team. _____

9. Number of pupils receiving services of speech correctionists. _____

10. Number of pupils in special programs for the handicapped receiving services of speech correctionists.

11. Number of pupils on waiting list to receive services of speech correctionists. _____

12. Number of handicapped pupils receiving services of guidance counselors. _____

13. Number of handicapped pupils receiving services of physical therapists. _____

14. Number of handicapped pupils receiving services of occupational therapists. _____

15. Number of handicapped pupils receiving adaptive physical education. _____

CONCLUSIONS AND ACTIONS

1. Are there significant differences among schools in the district as to the distribution of pupils classified as handicapped? What is the explanation for this situation?

2. Is there a high proportion of pupils from a particular school(s) who have the same classification? What accounts for this distribution?

3. Is there a discrepancy between the numbers of cases referred to and those seen yearly by the child study team? If so, how can procedures be facilitated to assure prompt service delivery?

4. Are the hours and age ranges in special classes within the mandate of the New Jersey Administrative Code (6:28-1.1 et. seq.)?

5. Do the teachers of the various special education programs and other special services personnel meet certification requirements?

6. If the answer is "no" to either question 4 or 5 above, what action will be taken to bring the district into compliance?

7. Is there a delay beyond the mandated 60 days between referral and the completion of the evaluation?

8. Is there a delay beyond the mandated 30 days to implement the I.E.P.?

9. What action will be taken to comply with mandated time limits mentioned in questions 7 and 8 above?

10. Does the distribution of program placements listed in Table II reflect consideration for the concept of "least restrictive environment"? Could more be done in this regard? How?

11. Are a large number of resident handicapped pupils served by special programs in other public school districts or in private schools? If so, should additional programs be established in the local district?

PART B

PROGRAM REVIEW AND ASSESSMENT

CHAPTER 1

THE ANNUAL PLAN FOR SPECIAL EDUCATION AND RELATED SERVICES

CHAPTER 1 - THE ANNUAL PLAN FOR SPECIAL EDUCATION AND RELATED SERVICES

AN ANNUAL PLAN FOR SPECIAL EDUCATION AND RELATED SERVICES CONSISTENT WITH STATE REQUIREMENTS HAS BEEN DEVELOPED BY THE DISTRICT [N.J.A.C. 6:28-1.1(d); 3.5]. *

	Criteria	Assessment Yes	Assessment No	Documentation
1.	The district has developed an annual plan for special education and related services [6:28-3.5(a)].	___	___	1. A copy of the district's annual plan, a list of those who participated in its development, and the letter of approval.
2.	The annual plan conforms with the annual state plan [6:28-3.5(a)].	___	___	2.
3.	The annual plan is consistent with the district's Educational Plan as required by N.J.A.C. 6:8-3.1.	___	___	3.
4.	Special education goals and objectives are consistent with the written educational objectives and standards as required by N.J.A.C. 6:8-3.3(a).	___	___	4.
5.	The annual plan was submitted for approval to the State Department of Education [6:28-3.5(a)].	___	___	5.
6.	The annual plan was developed by appropriate school personnel with broad based parent and community representation [6:28-3.5(b)].	___	___	6.
7.	Handicapped individuals and groups representing the handicapped population participated in the development of the annual plan [6:28-3.5(b)].	___	___	7.

*Throughout this document the acronym N.J.A.C. will be used and refers to the New Jersey Administrative Code.

Criteria	Assessment		Documentation
	Yes	No	
8. The annual plan includes:			8.
a. a listing of the professional staff assigned to identify, classify and instruct handicapped pupils and the full time equivalence of their assignments;	___	___	
b. assurance of the availability of individual education programs for each handicapped pupil;	___	___	
c. evaluative criteria to be used by the district in determining the effectiveness of the program;	___	___	
d. the method used by the district to locate, identify and classify handicapped pupils;	___	___	
e. methods and procedures used by the district to ensure compliance with state special education rules and regulations [6:28-3.5(c)].	___	___	
9. The annual plan assures that efforts are made by the district to guard against unnecessary labeling of handicapped pupils.	___	___	9.

Criteria	Assessment		Documentation
	Yes	No	
10. The district maintains information necessary to indicate compliance with state rules and regulations pertaining to the education of the handicapped and pupil records [6:28-3.6(a)].	___	___	10.
11. The effectiveness of the district's special education programs is evaluated [6:28-2.7].	___	___	11.
12. The criteria established by the district to evaluate the effectiveness of the district's special education programs conform with the requirements of N.J.S.A. 18A:7A-1 et.seq. [6:28-2.7(a)].	___	___	12.
13. In evaluating special education programs:			13. Description of techniques and measurement used.
a. measurement techniques are valid and appropriate for the objectives being measured;	___	___	
b. a wide range of techniques is used.	___	___	
14. The evaluation procedure is known to the district staff.	___	___	14. Description of orientation process.
15. Evaluative data are analyzed to determine needed program revisions.	___	___	15. Description of changes that resulted from program evaluation.

Conclusions and Actions

1. Are all the necessary criteria of the LEA plan complete and unambiguous? Are they clearly documented?

   ___ Yes.

   ___ No. The LEA will have a complete, approved, written plan by

   _____ (date). A schedule of steps for arriving at

   that plan will be prepared by _____ (name).

2. What plans are being made to broaden community and staff participation in the development and revision of district-wide goals and objectives for special education?

3. Are the current goals and objectives based upon the results of the annual evaluation of the district's special education programs?

CHAPTER 2

IDENTIFICATION, SCREENING AND REFERRAL

CHAPTER 2 - IDENTIFICATION, SCREENING AND REFERRAL

ALL REASONABLE STEPS ARE TAKEN TO IDENTIFY AND SCREEN CHILDREN POTENTIALLY ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES. [N.J.A.C. 6:28-1.1;1.4].

Criteria	Assessment Yes	Assessment No	Documentation
1. Contacts are maintained with community groups, such as social agencies, medical personnel, parent and neighborhood groups, police departments, etc. that may identify and refer potentially handicapped pupils [6:28-1.4].	___	___	1. List community agencies and organizations contacted, together with date(s) and person(s).
2. Clear procedures for external agency referral of potentially handicapped pupils are developed and disseminated. These procedures specify the school personnel to be contacted and the information to be provided.	___	___	2. A copy of procedures for external agency referral.
3. Media are used to reach all language groups.	___	___	3. Samples of newspaper clippings, dates and stations/channels of radio/TV announcements.
4. Procedures for referral of potentially handicapped pupils by school staff are written and disseminated [6:28-1.4].	___	___	4. Copy of referral procedures and forms.
5. Continued orientation is provided all school staff as to the criteria for the identification and referral of pupils who may require special education services [6:28-1.4].	___	___	5. Agenda, dates, presentor(s) and participants for school staff orientation(s). Copies of materials used.
6. A screening procedure is developed that is appropriate for the entire range of pupils who may require special education services [6:28-1.4; 3.5(c)4].	___	___	6. A copy of the written screening procedure.

Criteria	Assessment		Documentation
	Yes	No	
7. Parents are oriented to the district's screening procedure [6:28-1.4].	___	___	7. Copy of materials used to orient parents and dates of orientation.
8. Testing and/or other procedures employed for screening do not discriminate in their effect on individual pupils or groups [6:28-1.2].	___	___	8. List of instruments and methods used.
9. Screening results are analyzed and interpreted to make informed decisions as to the need for individual assessments of pupils.	___	___	9. Results of most recent screening and names of individuals who were responsible for analyzing this material.
10. Pupils identified as potentially handicapped are referred to the child study team within seven calendar days after parental approval has been granted [6:28-1.5(a)].	___	___	10. Copies of appropriate forms and procedural descriptions.
11. Parents are notified when their child is considered for referral to the child study team. This notification contains:			11. Sample copies of letters or a description of other methods of communication used with parents.
a. the reason for referral;	___	___	
b. parental rights of due process;	___	___	
c. a description of the procedures that may be used during referral processes and evaluation of the pupil;	___	___	
and is:			
1) written in language understandable to the general public;	___	___	
2) written in the dominant language of the home;	___	___	
3) documented as being received [6:28-1.5(b),(c)].	___	___	

Criteria	Assessment		Documentation
	Yes	No	
12. Parental approval is received before the child study team begins its evaluation procedures [6:28-1.9(e)].	___	___	12. Copies of forms used.
13. A pupil is referred to the child study team to determine if he/she is educationally handicapped prior to board of education action on expulsion from school [6:28-1.5(e)].	___	___	13. The number of children expelled from school during the past year and samples of their case records.
14. For each referred pupil, the child study team makes a preliminary determination of need for a comprehensive evaluation [6:28-1.5(d)].	___	___	14. A copy of procedures used to make preliminary determination.

Conclusions and Actions

1. How many children have been referred in the past twelve months by community agencies?

   What proportion of these referrals resulted in a classification?

(1) Agency	(2) Number Referred	(3) Number of Pupils Classified

2. Does the proportion in column (3) relative to column (2) seem reasonable? If referrals greatly exceed those classified what action is planned? If numbers referred are unexpectedly small, what action is planned?

3. How many pupils were identified through the district's formal screening procedures? ____
   Of those identified, how many were found eligible for special education services? ____

4. How many children have been referred in the past twelve months by teachers or other staff within the school? ____
   How many of them were found eligible for special education services? ____

5. If the number classified is substantially less than the number referred, or if unexpectedly large or small numbers are referred, what action(s) will be taken? _____

6. Are there recurrent patterns in referrals (e.g. by school, grade, teacher, or presenting problem) that raise concern? What are the patterns? What action is indicated? _____

7. Are the procedures for screening systematic, comprehensive and efficient as to time and cost? If not, what improvements can be made?

43

44

8. Do the identification, screening and referral procedures protect children in terms of privacy, adverse reaction and unnecessary labeling?

9. Are the screening procedures valid and non-discriminatory in regard to handicap, language, age or other criteria?

10. Are communications to parents clear, timely and courteous? Are arrangements for discussion made at times convenient to the parents?

11. What steps can be taken to improve the identification process so as to locate potentially handicapped pupils at the earliest age possible?

12. Do staff make adaptations to the regular education program as a means of helping pupils before referring them to the child study team?

13. For each criterion in Chapter 2 answered "No," a plan for improvement will be completed by _____ (Date), and the work itself completed by _____ (Date).

CHAPTER 3

EVALUATION AND CLASSIFICATION

CHAPTER 3 - EVALUATION AND CLASSIFICATION

PUPILS WHO, UPON REFERRAL ARE FOUND BY A CHILD STUDY TEAM TO NEED A MORE INTENSIVE ASSESSMENT, ARE GIVEN A COMPREHENSIVE EVALUATION TO DETERMINE WHETHER THEY REQUIRE SPECIAL EDUCATION AND RELATED SERVICES [N.J.A.C.6:28-1.6].

Criteria	Assessment		Documentation
	Yes	No	
1. A multi-disciplinary approach to evaluation is used that involves a school physician, school psychologist, school social worker, learning disabilities teacher consultant and other specialists as required [6:28-1.3(d)].	___	___	1.
2. When reports of professionals from outside the school district are accepted by members of the basic child study team, acceptance is noted in writing and they become part of the report(s) of the basic child study team member(s) [6:28-1.6(j)].	___	___	2. Sample cases.
3. Testing materials and evaluation procedures are selected and administered so as not to be racially, culturally, or in any other way discriminatory:			3. Sample cases.
a. wherever feasible, evaluations are conducted in the child's native language or other mode of communication;	___	___	
b. tests are valid for the specific purposes for which they are used;	___	___	
c. tests are administered by appropriately trained and certified personnel;	___	___	

Criteria	Assessment		Documentation
	Yes	No	
d. if the pupil has sensory, motor or language impairment, assurances exist that the evaluation results accurately reflect the pupil's aptitude, achievement and/or skill development and not the pupil's impairment [6:28-1.6(c)].	___	___	
4. Tests are not used as the sole criterion for classification, programming or placement. A variety of assessment methods is used such as review of the pupil's records and observations of the pupil in various settings. Parents and school staff are additional sources of information [6:28-1.6(g)].	___	___	4.
5. Determination of a pupil's classification, the recommended special education program, and necessary related services are made during a conference attended by the basic child study team and other prescribed professionals [6:28-1.7(a)].	___	___	5. Notes of the conference
6. Whether the pupil was classified or not, the results of the evaluation are explained to the parents in the dominant language of the home. If special education programming is indicated, the parents receive orientation regarding the implications of such action [6:28-1.6(i); 1.8; 1.9].	___	___	6.

Criteria	Assessment		Documentation
	Yes	No	
7. Each classified pupil is given a comprehensive re-evaluation every 3 years or when evidence is presented to indicate that a classification or program is no longer appropriate [6:28-1.6(p)].	___	___	7. A list of all classified pupils and the dates of their last evaluations.
8. Comprehensive evaluations of pupils referred to the child study team are completed within 60 calendar days from the date of referral to the team [6:28-1.6(b)].	___	___	8. List of referrals and dates of completion.

Conclusions and Actions

1. Is the current level of available team services sufficient to meet the requests for such services? What more is needed?

2. Are the decisions made at child study team meetings arrived at with the full participation of all members? With due consideration for all the available data?

   If not, how can this situation be improved?

3. Do assessment procedures protect pupils' rights to (a) privacy (b) shelter from adverse reaction and (c) unnecessary labeling?

4. Do pupil records contain the supportive documentation used to reach the final classification decision?

5. Is the population of the school district such that consideration should be given to adding minority group and/or bilingual personnel to the child study team?

6. Have parents requested independent evaluations during the past year? What kinds? Psychological? Educational? Other?

7. For each criterion in Chapter 3 answered "No," a plan for improvement will be completed by _____ (Date), and the work itself by _____ (Date).

CHAPTER 4

INDIVIDUALIZED EDUCATION PROGRAM

CHAPTER 4 - INDIVIDUALIZED EDUCATION PROGRAM

THE SCHOOL DISTRICT PROVIDES AN INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.) FOR EACH HANDICAPPED PUPIL [N.J.A.C. 6:28-1.8]

Criteria	Assessment Yes	Assessment No	Documentation
1. The I.E.P. is developed at a meeting attended by the basic child study team and all others required by regulation [6:28-1.8(c)].	___	___	1. Sample copies of I.E.P.s developed for pupils placed in various programs. Include a list of persons who participated in arriving at the final I.E.P.
2. The I.E.P. is based upon the findings of a multi-disciplinary team [6:28-1.3(d);1.8].	___	___	2.
3. The basic plan section of the I.E.P. includes summaries of the findings of each child study team member and:	___	___	3.
a) statements of the pupil's present levels of educational performance, including intellectual functioning, physical and health status, academic achievement, personal and social adjustment, and where appropriate, prevocational, vocational, and self-help skills;	___	___	
b) a statement of annual goals which describes the educational performance expected to be achieved by the end of the school year;	___	___	

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Criteria	Assessment		Documentation
	Yes	No	
c) a statement of objectives which are measurable, intermediate steps between the present level of educational performance and the annual goals;	___	___	
d) a statement of specified educational services that includes a description of all necessary special education and related services to meet the unique needs of the pupil;	___	___	
e) the date when required services will begin, and the length of time the services will be given;	___	___	
f) a description of the extent to which the pupil will participate in regular educational programs;	___	___	
g) a statement of the rationale for the recommended educational placement which explains how the placement is the least restrictive environment for the pupil;	___	___	
h) a list of the individuals who are responsible for implementation of the I.E.P. and a statement describing each individual's specific responsibilities;	___	___	
i) objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved [6:28-1.8(d)].	___	___	

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Criteria	Assessment		Documentation
	Yes	No	
4. The instructional guide section of the I..P. is developed by the appropriate assigned member(s) of the basic child study team in cooperation with the staff member(s) responsible for each component of the pupil's I.E.P. [6:28-1.8(e)].	___	___	4. Samples of instructional guides from a variety of program areas.
5. The instructional guide section includes, but need not be limited to, the following:	___	___	5.
a. a planned schedule of the time the pupil will be served by specialists, special education teachers, and regular education teachers;	___	___	
b. instructional strategies geared to the pupil's learning style;	___	___	
c. techniques and activities designed to support the personal-social development of the pupil;	___	___	
d. any special instruction media and materials which are needed [6:28-1.8(e)].	___	___	
6. Parents are provided with a copy of the classification sheet and the I.E.P. written in the dominant language of the home [6:28-1.8(i)].	___	___	6.
7. The I.E.P. is implemented only after agreement by the parent(s) of the pupil [6:28-1.8(j)].	___	___	7. Sample records of consent.

Criteria	Assessment		Documentation
	Yes	No	
8. Implementation of the I.E.P. takes place within 30 school days of the conference date [6:28-1.8(j)].	___	___	8.
9. The I.E.P. for each pupil is reviewed at least annually and is revised as necessary at a meeting attended by those so designated by regulation [6:28-1.8(f)].	___	___	9. A sample of I.E.P.s that were reviewed. For each case, provide an indication as to whether placement or programs were revised.
10. In evaluating pupil progress with respect to objectives delineated in the pupils I.E.P.:			10. List evaluative techniques used.
a. measurement techniques are valid and appropriate for the objectives being measured;	___	___	
b. a wide range of techniques is used, such as standardized tests, teacher-made tests, personal observation, teacher reports, and interviews with pupils, teachers, parents and school counselors, etc.	___	___	
11. The results of the individual program evaluation are used for monitoring progress, for needed revision in the individualized program itself, or for necessary curriculum changes [6:28-1.8(f)].	___	___	11. Sample copies of revised I.E.P.s and the supporting evaluative data used for this revision.

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Criteria	Assessment		Documentation
	Yes	No	
12. Results of individual program evaluation are reported to and discussed with parents in language they can easily comprehend [6:28-1.8(h)].	___	___	12. Sample cases, with a list of parents with whom discussions on their child's progress have been held in the past 12 months.
13. For those pupils placed in programs outside of the local public school, a representative of the receiving facility participates in the annual review and revision of the pupil's I.E.P. [6:28-4.4(a), (5)].	___	___	13. A sample of I.E.P.s that were reviewed with representatives from the receiving school district.
14. Special education program placements are based upon the educational need of the pupil, not upon administrative convenience [6:28-1.8; 2.1(b); 2.2(a)].	___	___	14. A list of handicapped pupils, their classifications and present placements.

Conclusions and Actions

1. Do the I.E.P.s include recommendations for the integration of handicapped pupils into all aspects of the general program of the school to the maximum extent possible?

2. Are parents viewed by themselves and by staff members as active and effective participants in the development of the I.E.P.? If not, what steps can be taken to increase meaningful parental participation in this process?

3. What, if any, difficulties are being encountered as the I.E.P. is developed? Can these difficulties be resolved through in-service programs? What other actions are called for?

4. Do a significant number of parents disagree with the I.E.P. once it is completed? If so what are the reasons for their disagreement? Is there any pattern to the disparity?

5. Are the I.E.P.s viewed by the instructional staff as useful and realistic?

6. Are teachers implementing the programs described in the I.E.P.s?

7. Is the broadest range of facilities, learning environments, materials and teaching strategies available and utilized to meet the individualized needs of pupils as described in their I.E.P.s?

8. What criteria are used to determine if a pupil is to participate in the development and review of his/her I.E.P.?

9. How often have pupils participated? Could more pupils be invited to participate in this process?

10. Are the procedures for monitoring a pupil's program effective and efficient? How can they be improved?

11. Are data collected through the monitoring of individual pupil programs? Are these data analyzed to determine needed revisions in the I.E.P. development process? the curriculum? the child study team evaluation process? How is this done? What changes have been effected as a result?

12. For each criterion in Chapter 4 answered "No," a plan for improvement will be completed by _____ (Date), and the work itself completed by _____ (Date).

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CHAPTER 5

SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES

CHAPTER 5 - SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES

SPECIAL EDUCATION AND RELATED SERVICES ARE PROVIDED HANDICAPPED PUPILS. SPECIAL EDUCATION IS AN INTEGRAL PART OF THE TOTAL SCHOOL PROGRAM. APPROPRIATE CURRICULA ARE DEVELOPED AND IMPLEMENTED [6:28-1.1(d); 2.1; 3.1(h); 3.5(c)2].

Criteria	Assessment		Documentation
	Yes	No	
1. Handicapped pupils are eligible for all regular services available to non-handicapped pupils [6:28-2.1(a)2].	___	___	1. A list of all general services available, such as health and safety services, school counseling services, physical education, vocational and career activities
2. Handicapped pupils, to the extent feasible, participate in regular and extra curricular school activities [6:28-2.1(a)3].	___	___	2. A list of all regular school activities indicating those in which handicapped pupils participate (e.g. clubs, bands, sports, etc.).
3. A regular high school diploma is granted to all handicapped pupils who complete the prescribed secondary program. These pupils participate in all graduation activities without discrimination [6:28-2.6].	___	___	3. A copy of the statement from the board of education in regard to graduation policy for handicapped pupils.
4. Special education teachers, pupil personnel services staff, parents of handicapped pupils, and individuals and organizations knowledgeable about the education of handicapped pupils participate in curriculum development.	___	___	4. A list of individuals (by title) who participated in development of each curriculum.
5. Special education curricula are appropriately derived from the educational goals and objectives established for all pupils of the district [6:28-3.1(h)].	___	___	5. Copies of all curriculum guides currently used for special education.

Criteria	Assessment		Documentation
	Yes	No	
6. Curricula are sequential (K-12), comprehensive and include provisions for planned experiences leading to:			6. Copies of the curricula.
a. self-expression;	___	___	
b. improvement of self-concept;	___	___	
c. development of social skills;	___	___	
d. self-help skills;	___	___	
e. moral values;	___	___	
f. work habits;	___	___	
g. application of knowledge and skills in basic subjects;	___	___	
h. health and physical development;	___	___	
i. development of aesthetic appreciation;	___	___	
j. career awareness & exploration;			
k. vocational skills [6:28-3.1(h)].	___	___	
7. The school day for special education programs is organized into reasonable, flexible blocks of time that allow for the effective instruction of each handicapped pupil.	___	___	7. Sample copies of the schedules of special education programs with time blocks and subjects covered.
8. The length of the school day and year for handicapped pupils are the same as they are for all pupils within the district [6:28-3.3].	___	___	8. Copy of school calendar.
9. Special education curricula are periodically reviewed and are revised as needed.	___	___	9. The dates of curriculum review and a list of participants by name and title.
10. The district exhausts all potential public school, county, and State Department of Education programs before placing a handicapped pupil in a private school [6:28-2.2].	___	___	10. A list of all pupils placed in private school programs in the past twelve months and the reasons for their placements.

Criteria	Assessment		Documentation
	Yes	No	
11. The teacher responsible for the pupil's special education program has a copy of his/her I.E.P.	___	___	11.
Each component of the I.E.P. is clear to the teacher.	___	___	
Someone is available to provide clarification or answer questions regarding the I.E.P. when needed.	___	___	
12. Special education personnel responsible for implementing part or all of a pupil's I.E.P. participate in the development of the instructional guide [6:28-1.8(e)].	___	___	12.
13. Teaching materials are available in sufficient variety and supply so that teachers can effectively implement the prescribed educational program [6:28-3.1(h)].	___	___	13.
14. Teachers have the opportunity to order materials they feel are necessary for instruction. Special consideration is given when there is a change in the type of handicapped pupils being instructed (e.g. EMR to ED).	___	___	14.
15. Sufficient supplies (paper, pencils, chalk, etc.) are available to the teacher.	___	___	15.
An easy method for replenishment exists.	___	___	
16. Pupils' work is displayed in the classroom and throughout the building, and reflects the learning activities and experiences that occur within programs.	___	___	16.

Criteria	Assessment		Documentation
	Yes	No	
17. Adequate chalk board and bulletin board space are available in classrooms.	___	___	17.
18. Classrooms are equipped with desks and chairs in varying sizes that accommodate the physical development of pupils.	___	___	18.
19. Special education classrooms are divided into instructional areas with:			19.
a. adequate tables and chairs for small group work;	___	___	
b. easy access to audio-visual equipment;	___	___	
c. instructional aids (language master, tape recorder, listening stations, puzzels etc. accessible for student utilization;	___	___	
d. private study carrels.	___	___	
20. Special education classrooms are physically well organized, clean and attractive facilities for learning [6:28-3.1(d)].	___	___	20.
21. The classrooms allow for flexibility in their physical arrangement[6:28-3.1(d)].	___	___	21.
22. The number of pupils within a class is determined not only by the legal limit, but also by the nature and severity of their handicapping conditions.	___	___	22.

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Criteria	Assessment		Documentation
	Yes	No	
23. Members of the child study team are available to the special education instructional staff and school counselors for informal consultation regarding a pupil's progress.	___	___	23.
24. Members of the special education instructional staff and child study team representatives meet formally at least three times a year to review each handicapped pupil's progress and revise the program if necessary.	___	___	24.
25. The teacher is well organized so that pupils' instructional needs are effectively met through individual instruction.	___	___	25.
26. The teacher keeps up-to-date anecdotal records and work folders indicating a pupil's current functional level in each of the basic skill areas.	___	___	26.
27. The teacher controls the class in a structured but non-authoritarian manner.	___	___	27.
28. The intent of discipline is to effect positive self-growth rather than to control behavior through punitive measures.	___	___	28.
29. The aide in the classroom is effectively and appropriately utilized.	___	___	29. A list of aides and the dates of orientation.
Aides receive orientation and inservice programs on the nature and management of handicapped pupils' educational problems.	___	___	

Criteria	Assessment		Documentation
	Yes	No	
30. The teacher works with parents and offers suggestions as to ways in which they can help their child at home.	___	___	30.
31. The teacher encourages parents to visit the classroom to help them better understand their child's instructional program.	___	___	31.
32. Parents are encouraged to contact the teacher to discuss any aspect of their child's program, progress, or handicapping condition.	___	___	32.
33. Parents who cannot come to the school are kept informed by the teacher through telephone calls, home visits or other means.	___	___	33.
34. The teacher regularly informs parents of the skills being taught and of their child's progress.	___	___	34.
35. The special education teacher works with general education teachers to facilitate handicapped pupils' participation in regular classroom programs [6:28-3.2(c)3].	___	___	35.
36. Released time is provided to the special education teacher to maintain ongoing contact with general education teachers who have educational responsibility for handicapped pupils [6:28-3.2(c)3].	___	___	36.

Criteria	Assessment		Documentation
	Yes	No	
37. The general education administration supports special education through its policies, attitudes and actions.	____	____	37.
38. Appropriate related services are available to pupils in special education program [6:28-1.2].	____	____	38. List of related services provided.

Conclusions and Actions

1. What actions are anticipated to inaugurate special education programs and related services that are not being provided? By what date?

2. Do handicapped pupils have access to all indoor and outdoor facilities necessary for their instructional programs? What changes are anticipated for those pupils who lack access to facilities? By what date?

3. Is the broadest range of facilities, learning environments, materials, teaching strategies and curricula available to meet the individual needs of handicapped pupils?

4. Are the special education curricula flexible enough to permit adaptation to the changing needs of the pupil?

5. What weaknesses exist in the instructional program? What is the plan to improve this situation?

6. Are there specific strengths in the special education instructional program that can be shared with the general education instructional staff?

7. What types of inservice programs are necessary to update staff with respect to instructional skills and new developments in the field? When will these be provided?

8. Do general education staff members understand the underlying philosophy of the special education program being provided? Do they understand the nature of the instructional program, its goals and anticipated outcomes? How can such understandings be facilitated?

9. For each criterion in Chapter 5 answered "No," a plan for improvement will be completed by _____ (Date), and the work itself completed by _____ (Date).

CHAPTER 6

THE ADMINISTRATION OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES

CHAPTER 6 - THE ADMINISTRATION OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES

THE ADMINISTRATOR(S) OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES HAS THE RESPONSIBILITY TO ENSURE THAT ALL COMPONENTS ARE FUNCTIONING EFFECTIVELY AND ARE IN COMPLIANCE WITH THE STATE LAW AND RULES AND REGULATIONS.

Criteria	Assessment Yes	Assessment No	Documentation
1. An individual(s) is delegated the responsibility for administering the special education and pupil personnel services component of the school district.	___	___	1. Name and title of the individual responsible for administering the special education and pupil personnel components of the school district.
2. The individual(s) delegated in #1 above has the experience and certification to carry out administrative responsibilities properly [6:28-3.1(f)].	___	___	2. Certificates held and professional work experience of this individual.
3. Administrative lines of authority that affect special education and pupil personnel services are clearly drawn, specified and familiar to all staff (i.e. building principals, curriculum supervisors, child study team personnel, school counselors, etc.).	___	___	3. Updated organizational chart of the school district.
4. Special education administrative personnel are not limited in their functioning because of other administrative responsibilities unrelated to handicapped pupils.	___	___	4. Copy of the job description(s) of the special education administrator(s).
5. Special education administrative personnel have responsibility for the following:			5.
a. supervising and evaluating special education and related services staff;	___	___	

Criteria	Assessment		Documentation
	Yes	No	
b. providing consultation services to special education and related services staff;	___	___	
c. developing and maintaining sequential special education programs;	___	___	
d. coordinating and planning for new program development;	___	___	
e. overseeing the placement of handicapped pupils into programs;	___	___	
f. coordinating the purchase of instructional materials and supplies;	___	___	
g. coordinating the articulation between special and general education services within the district;	___	___	
h. developing uniform procedures and policies to be used throughout the district with respect to special education, related services and child study team functioning.	___	___	
6. The special education and pupil personnel services department is organized so that the following are developed and available:			6. Provide:
a. job descriptions for all personnel under the direction of the department;	___	___	a. job description
b. forms related to parental due process;	___	___	b. forms

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Criteria	Assessment		Documentation
	Yes	No	
c. materials related to the organization of the department and its self-monitoring functioning such as monthly report forms, operating procedures, statistical reports, etc.	___	___	c. organizational chart and all other related materials.
7. The department is organized and managed to provide efficient and effective programs for handicapped pupils.	___	___	7.
8. There is a system for periodic review, modification and updating of the department's organization, procedures and policies.	___	___	8.
9. The budget allocated to the special education and pupil personnel services department is sufficient to carry out an effective program.	___	___	9. Copy of the special education and pupil personnel services department's current budget.
10. Special education administrative personnel orient new staff regarding the philosophy and goals for special education and pupil personnel services, as well as each employee's responsibilities within the district.	___	___	10.
11. Special education administrative personnel coordinate related services, such as speech, occupational and physical therapy, etc., so as to deliver effective service to the handicapped pupil population of the district.	___	___	11.

Criteria	Assessment		Documentation
	Yes	No	
12. Special education supervisors observe and consult with special education teachers on a regularly scheduled basis.	___	___	12. List of these meetings with dates.
13. Regularly scheduled meetings are held between special education instructional staff and child study team personnel to review pupils' programs and progress.	___	___	13. List of these meetings with dates and sample copies of minutes of such events.
14. Special education administrative personnel keep informed of the latest developments in the field by participating in:			14. List of meetings and professional activities attended with dates.
a. the school district's program of professional development [6:28-2.5(a)];			
b. county and state meetings;	___	___	
c. professional organizations;	___	___	
d. conferences, workshops and other professional growth activities.	___	___	
15. Team personnel have available a sufficient supply of testing materials for evaluation purposes.	___	___	15.
16. Team personnel have adequate and appropriate office space which assures privacy.	___	___	16.
17. Private and appropriate areas are available in all schools where team personnel can evaluate, interview and meet in confidence with pupils, parents, teachers and others.	___	___	17.

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Criteria	Assessment		Documentation
	Yes	No	
18. Team personnel have available to them:			18.
a. adequate secretarial services;	___	___	
b. easy access to telephones for private conversations;	___	___	
c. travel allowances to cover expenses incurred in moving from school to school;	___	___	
d. funds for professional materials, journals, meeting attendance.	___	___	
19. Special education administration has the overall responsibility to ensure that in-service training necessary for the professional functioning of the department staff is provided [6:28-2.5(a)].	___	___	19. A list of in-service presentations.
20. There is a procedure through which building principals notify special education administrators of incidents of serious behavioral infractions involving handicapped pupils.	___	___	20. Copy of procedures.
21. Clearly delineated procedures allocate specific responsibilities for follow-up of handicapped pupils who are mainstreamed in regular education programs.	___	___	21. Copy of these procedures with allocation of responsibility.
22. All personnel in the department are appropriately certified.	___	___	22.
Copies of this certification are registered at the county office [6:28-2.3(a)].	___	___	
23. Professional strengths are considered in making job assignments to staff members.	___	___	23.

Criteria	Assessment		Documentation
	Yes	No	
24. The special education administration keeps other district administrative personnel, board of education members, school personnel and the community informed of new developments, procedures and legal requirements in regard to special education and child study team services [6:28-2.5].	___	___	24. Dates and agendas of such meetings where these individuals were informed of changes in law and regulation. Copies of printed materials distributed.
25. Administrative personnel responsible for special education are available to parents, community workers and others in regard to their questions or concerns if they have not been resolved by the child study team or special education personnel.	___	___	25.
26. Regularly scheduled meetings are held for special education instructional staff, related services staff and child study team personnel to:			26. Dates and agenda of such meetings.
a. share professional information;	___	___	
b. make decisions about individual pupils;	___	___	
c. assist in program and curriculum planning;	___	___	
d. develop self evaluation techniques;	___	___	
e. develop goals and objectives for special education [6:28-2.5].	___	___	

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Conclusions and Actions

1. Are the special education and pupil personnel services administered in compliance with state rules and regulations? If not, what actions will be taken in order to assure compliance?

2. If someone within the district is not assigned full time responsibility for the administration and supervision of special education and pupil personnel services, what percentage of the administrator's time is devoted to this responsibility? Is this percentage of time adequate? If not, what actions can be taken to improve this?

3. Do child study team members have administrative duties that diminish their effectiveness in carrying out mandated child study team responsibilities? If so, should the district assign someone as the full time administrator of special education and pupil personnel services?

4. How can the administration of special education and pupil personnel services become more efficient and more effective?

5. What criteria are used to evaluate team personnel? Do these criteria assure the special education administration that team personnel are performing their assigned functions within the bounds of acceptable professional practices and state rules and regulations regarding education and pupil records?

6. Is the special education staff an integral part of the total school system?

7. For each criterion in Chapter 6 answered "No," a plan for improvement will be completed by _____ (Date), and the work itself completed by _____ (Date).

CHAPTER 7

PUPIL PERSONNEL SERVICES

CHAPTER 7 - PUPIL PERSONNEL SERVICES

PERSONNEL COMPRISING THE BASIC AND AUGMENTED CHILD STUDY TEAM FUNCTION IN ACCORDANCE WITH LEGAL REQUIREMENTS AND SOUND PROFESSIONAL PRACTICE [6:23-1.3(b); 2.3(a)].

CHAPTER 7A

LEARNING DISABILITIES TEACHER-CONSULTANT

CHAPTER 7A - LEARNING DISABILITIES TEACHER-CONSULTANT

Criteria	Assessment Yes	Assessment No	Documentation
1. Following parental consent, the LDT-C participates with other members of the basic child study team in making a preliminary determination of the need for a comprehensive evaluation of that pupil [6:28-1.5(d)].	___	___	1.
2. The LDT-C begins the educational evaluation after parental approval of the referral has been granted [6:28-1.5(a)].	___	___	2
3. The LDT-C case study is a comprehensive evaluation which includes but is not limited to:			3.
a. observation of the pupil;	___	___	
b. review of the pupil's educational history;	___	___	
c. conferences with the pupil's teacher(s);	___	___	
d. evaluation and analysis of the pupil's learning characteristics including assets, deficiencies and a determination of the pupil's individual educational competencies [6:28-1.6(g)3].	___	___	
4. The LDT-C evaluation is made on an individual basis [6:28-1.6(c)].	___	___	4.
5. Evaluation procedures and testing materials are selected and administered so as not to be racially, culturally, or in any other way, discriminatory. Evaluations:			5. Sample reports.
a. are conducted in language or another mode of communication understandable to the child;	___	___	

Criteria	Assessment		Documentation
	Yes	No	
b. are valid for the specific purposes for which they are being used;	___	___	
c. accurately reflect the pupil's aptitude, achievement and/or skill development and not the pupil's sensory, motor or language impairment [6:28-1.6(c)].	___	___	
6. The LDT-C has available a sufficient supply of testing materials for evaluation purposes.	___	___	6.
7. Tests are not used as the sole criterion for classification, program and/or placement [6:28-1.6(g)3].	___	___	7.
8. The report of the LDT-C educational evaluation includes:			8.
a. the pupil's level of academic performance;	___	___	
b. a description of the learning characteristics of the pupil;	___	___	
c. an analysis of the pupil's present learning environment, including the curriculum, and instructional methods and materials;	___	___	
d. an analysis of the relationship between the pupil's learning characteristics and educational environment to the learning problem;	___	___	
e. date and signature [6:28-1.6(g)3;6:3-2.2(h)].	___	___	

	Criteria	Assessment Yes	Assessment No	Documentation
9.	Only material relevant to the education of a pupil is included in the educational assessment report [6:3-2.2(c)].	___	___	9.
10.	If the LDT-C accepts an evaluation report from an approved clinic, agency or professional in private practice, acceptance of such a report is noted in writing [6:28-1.6(j)].	___	___	10.
11.	As a member of the basic child study team, the LDT-C participates in the decision regarding classification, recommended placement and the special education program and related services that are required [6:28-1.3(d);1.7;1.8].	___	___	11.
12.	The LDT-C signs the classification report [6:28-1.8(i)].	___	___	12.
13.	The LDT-C provides a summary statement for inclusion in the I.E.P. [6:28-1.8(d)1].	___	___	13.
14.	The LDT-C, as an integral part of the child study team, helps to develop the individualized education program [6:28-1.8(c)].	___	___	14.
15.	The LDT-C:			15. Sample basic guide.
	a. assumes responsibility for the instructional guide section of the I.E.P. when it focuses on his/her professional area;	___	___	
	b. cooperates in the responsibility for the instructional guide section of the I.E.P. when it focuses on other than his/her professional area [6:28-1.8(e)].	___	___	

Criteria	Assessment		Documentation
	Yes	No	
16. The LDT-C consults with instructional staff when he/she has the primary responsibility for the development of the instructional guide [6:28-1.8(e)].	___	___	16.
17. The LDT-C consults with teachers in regard to the components of the I.E.P. [6:28-1.8(e)].	___	___	17.
18. Whether or not the pupil is classified, the LDT-C participates in explaining the evaluation results to the parent.	___	___	18. Sample conference report.
19. The LDT-C assists instructional staff in obtaining teaching materials and equipment relating to the instructional guide.	___	___	19.
20. The LDT-C participates in the annual review of the I.E.P. at a meeting attended by those designated by regulation [6:28-1.8(f)].	___	___	20. Sample of report of annual review.
21. The LDT-C re-evaluates each classified pupil every three years, or whenever evidence is presented to the child study team to indicate that a classification or program is no longer appropriate [6:28-1.6 (p); 1.7(g)].	___	___	21.
22. In evaluating pupil progress with respect to objectives delineated in the pupil's I.E.P., the LDT-C uses:			22.
a. measurement techniques that are valid and appropriate for the objectives being measured;	___	___	

Criteria	Assessment		Documentation
	Yes	No	
b. a wide range of techniques, such as standardized tests, teacher-made tests, personal observation, teacher reports, interviews with pupils, teachers, parents, etc. [6:28-1.8(d)7].	___	___	
23. Whenever appropriate, the LDT-C visits and reviews the programs of private schools proposed for placement prior to placement implementation [6:28-4.4(a)3].	___	___	23. Copy of report of visit and review of private school program.
24. When a pupil is being returned to the public school from an institution, the LDT-C assists in educational planning for the pupil together with a representative of the institution.	___	___	24. Copy of the report.
25. As a representative of the child study team, and whenever appropriate, the LDT-C meets with instructional staff on a planned schedule to review each handicapped pupil's progress and revise the program when needed [6:28-1.8(d)7,8].	___	___	25. Copies of scheduled consultation with instructional staff.
26. Ongoing consultation regarding pupil progress is provided to professional staff on an informal basis [6:28-1.8(d)7,8].	___	___	26.

Criteria	Assessment Yes	Assessment No	Documentation
27. The LDT-C is available for consultation with:			
a. pupils;	___	___	
b. parents;	___	___	
c. classroom teachers;	___	___	
d. school counselors;	___	___	
e. school health services personnel;	___	___	
f. school administrators;	___	___	
g. social agency representatives.	___	___	
28. The primary role of the LDT-C is not limited by unrelated responsibilities.	___	___	Statement of duties other than primary LDT-C role.
29. The LDT-C has the opportunity to contribute to the periodic review, modification and updating of the procedures and policies of the special services department.	___	___	
30. The LDT-C keeps informed of the latest developments in the field by participating in:			List of meetings, conferences attended and other professional activities this year.
a. the school district's program of professional development [6:28-2.5(a)];	___	___	
b. county and state meetings;	___	___	
c. professional organizations;			
d. conferences, workshops and other professional growth activities.	___	___	
31. The records of the LDT-C are maintained in compliance with state law and regulations [6:3-2.4].	___	___	
32. The LDT-C has a continuing responsibility for the inservice training of staff who identify and refer pupils who may require special education services.	___	___	Statement of involvement.
33. The LDT-C is a resource person in curriculum development for programs for handicapped pupils.	___	___	Statement of involvement.

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Criteria	Assessment		Documentation
	Yes	No	
34. The LDT-C is involved in planning and implementing general education curriculum.	____	____	34. Statement of involvement
35. Inservice training is planned for and provided to district personnel by the LDT-C either alone or in conjunction with other staff members [6:28-2.5(a)].	____	____	35. Statement of involvement
36. There is available to the LDT-C:			36.
a. adequate office space that insures privacy;	____	____	
b. private and appropriate areas in the schools for evaluations and interviews;	____	____	
c. adequate secretarial services;	____	____	
d. easy access to a telephone for private conversations;	____	____	
e. travel allowance;	____	____	
f. funds for professional journals and registration fees at conferences.	____	____	
37. The LDT-C has a budgeted amount of money each year for professional and instructional materials.	____	____	37.
38. A job description for the LDT-C exists and is approved by the board of education.	____	____	38. Copy of job description
39. The LDT-C is available to assist the general education staff with materials and instructional techniques for pupils having learning difficulties in their classrooms.	____	____	39.

Criteria	Assessment		Documentation
	Yes	No	
40. The LDT-C is thoroughly familiar with:			40.
a) state law and regulations regarding special education and pupil records (N.J.S.A. 18A:46; N.J.A.C.6:28; N.J.A.C.6:3);	___	___	
b) policies adopted by the school board.	___	___	
41. The LDT-C offers assistance to parents, when it is requested, by suggesting materials and techniques that they can use with their children at home.	___	___	41.
42. The district has employed sufficient LDT-C's to insure the required services as specified in the rules and regulations [6:28-1.3(b)].	___	___	42.
43. The LDT-C is available for consultation with general education staff regarding policies and procedures which affect the mental health of the pupil.	___	___	43.
44. The LDT-C:			44. Weekly work schedule.
a) has a standard certificate as a Learning Disabilities Teacher-Consultant issued by the New Jersey State Department of Education;			
b) is an employee of the local board of education;			
c) has an identifiable apportioned time commitment to the district,			
d) is available during the hours pupils are in attendance [6:28-1.3(a),2.3(a)].	___	___	

Conclusions and Actions

1. Consider the activities in which the LDT-C is engaged. What percentage of time is given to each activity? Do these activities and time commitments coincide with the job description? Are the time allocations consistent with sound professional practices? If not, how can this be changed?

2. How can the LDT-C become involved in activities beyond the mandated functions that would help to enhance the school district's programs?

3. For each criterion in Chapter 7A answered "No," a plan for improvement will be completed by _____ (Date), and the work itself completed by _____ (Date).

CHAPTER 7B

SCHOOL PSYCHOLOGIST

CHAPTER 7B - SCHOOL PSYCHOLOGIST

Criteria	Assessment Yes	Assessment No	Documentation
1. Following parental approval, the school psychologist participates with other members of the basic child study team in making a preliminary determination of the need for a comprehensive evaluation of that pupil [6:28-1.5(d)].	___	___	1.
2. The school psychologist begins the psychological evaluation after parental approval of the referral has been granted [6:28-1.5(a)].	___	___	2.
3. The psychological evaluation is a comprehensive assessment which includes but is not limited to:			3.
a. observation of the pupil;	___	___	
b. review of the pupil's educational history;	___	___	
c. conferences with the pupil's teacher(s); and	___	___	
d. evaluation and analysis of the pupil's intellectual, social, emotional and adaptive functioning [6:28-1.6(g)3].	___	___	
4. The psychological evaluation is made on an individual basis [6:28-1.6(c)].	___	___	4.
5. Evaluation procedures and testing materials are selected and administered so as not to be racially, culturally, or in any other way, discriminatory.			5. Sample reports.

Criteria	Assessment		Documentation
	Yes	No	
Evaluations:			
a. are conducted in language or another mode of communication understandable to the child;	____	____	
b. are valid for the specific purposes for which they are being used;	____	____	
c. accurately reflect the pupil's aptitude, achievement and/or skill development, and not the pupil's sensory, motor or language impairment [6:28-1.6(c)].	____	____	
6. The school psychologist has available a sufficient supply of testing materials for evaluation purposes.	____	____	6.
7. Tests are not used as the sole criterion for classification, program and/or placement [6:28-1.6(c)].	____	____	7.
8. The report of the school psychologist's evaluation includes:			8.
a. a discussion of the pupil's level of intellectual functioning;	____	____	
b. a description of the interpersonal characteristics of the pupil;	____	____	
c. an analysis of the pupil's emotional status and strengths and weaknesses within this context;	____	____	
d. an analysis of the pupil's adaptive functioning within a variety of social environments;	____	____	

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Criteria	Assessment		Documentation
	Yes	No	
e. statements integrating information concerning the pupil's cognitive, social and emotional functioning and indicating how they affect the pupil's learning;	___	___	
f. a prognostic statement indicating the potential for change and growth;	___	___	
g. date and signature [6:28-1.6(g)2; 6:3-2.2(h)].	___	___	
9. Only material relevant to the education of a pupil is included in the psychological report [6:3-2.2(c)].	___	___	9.
10. If the school psychologist accepts an evaluation report from an approved clinic, agency or professional in private practice, acceptance of such a report is noted in writing [6:28-1.6(j)].	___	___	10.
11. As a member of the basic child study team, the school psychologist participates in the decision regarding classification, recommended placement and the special education program and related services that are required [6:28-1.3(d); 1.7(a)].	___	___	11.
12. The school psychologist signs the classification report [6:28-1.8(i)].	___	___	12.

Criteria	Assessment		Documentation
	Yes	No	
13. With other members of the basic child study team, the school psychologist helps to develop:			13. Sample I.E.P.
a. the basic plan section of each pupil's individualized education program;	___	___	
b. the instructional guide dealing with techniques and activities designed to support the personal-social development of the pupil [6:28-1.8].	___	___	
14. Whether or not the pupil is classified, the school psychologist participates in explaining the evaluation results to the parents [6:28-1.6(i)].	___	___	14. Sample conference report.
15. In evaluating pupil progress with respect to objectives delineated in the pupil's I.E.P., the school psychologist uses:			15.
a. measurement techniques that are valid and appropriate for the objectives being measured;	___	___	
b. a wide range of techniques such as standardized tests, teacher-made tests, personal observations, teachers reports, and interviews with pupils, teachers, and parents, etc. [6:28-1.2;1.6(c);1.8(d)7].	___	___	
16. The school psychologist participates in the annual review of the I.E.P. at a meeting attended by those designated by regulation [6:28-1.8(f)].	___	___	16. Sample report of annual review.

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Criteria	Assessment		Documentation
	Yes	No	
17. The school psychologist reevaluates each classified pupil every three years, or whenever evidence is presented to the child study team that indicates that a classification or program may no longer be appropriate [6:28-1.6(p);1.7(g)].	___	___	17. Sample report of re-evaluation.
18. Whenever appropriate, the school psychologist visits and reviews the programs of private schools prior to proposed placement [6:28-4.4(a)3].	___	___	18.
19. When a pupil is being returned to the community from an institution, the school psychologist, together with a representative of the institution, assists with the re-entry of the pupil to an appropriate educational program in the public school.	___	___	19.
20. The school psychologist is available for consultation with:			20. Report of involvement with consultation.
a. pupils;	___	___	
b. parents;	___	___	
c. classroom teachers;	___	___	
d. school counselors;	___	___	
e. school health services personnel;	___	___	
f. school administrators;	___	___	
g. social agency representatives.	___	___	
21. The school psychologist, either alone or with other staff members, plans and provides in-service programs to district personnel and to parents [6:28-2.5].	___	___	21. Copy of agendas.

Criteria	Assessment		Documentation
	Yes	No	
22. The school psychologist participates in:			22.
a. reviewing and revising the policies and procedures of the special services department;	___	___	
b. evaluating the effectiveness of the district's special education programs and services [6:28-2.7(a)].	___	___	
23. The school psychologist is thoroughly familiar with:			23.
a. state laws and rules and regulations regarding special education and pupil records [N.J.S.A. 18A:46; N.J.A.C. 6:28 and N.J.A.C. 6:3];	___	___	
b. policies and procedures adopted by the local board of education.	___	___	
24. A job description for the school psychologist exists and is approved by the board of education.	___	___	24. Copy of job descript
25. The district has employed sufficient school psychologists to insure the required services as specified in the rules and regulations [6:28-1.3(b)].	___	___	25.
26. The school psychologist:			26. Weekly work schedule
a. has a standard certificate in school psychology issued by the New Jersey State Department of Education;	___	___	
b. is an employee of the local board of education;	___	___	

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Criteria	Assessment Yes	Assessment No	Documentation
c. has an identifiable apportioned time commitment to the district;	___	___	
d. is available during the hours pupils are in attendance [6:28-1.3(a);2.3(a)].	___	___	
27. The records of the school psychologist are maintained in compliance with state law and regulations [6:3-2.4].	___	___	27.
28. The school psychologist keeps informed of the latest developments in the field by participating in:			28.
a. the school district's program of professional development [6:28-2.5(a)];	___	___	a. Copy of program.
b. county and state meetings;	___	___	b. List of organizations belonged to.
c. professional organizations;	___	___	c. List of meetings and conferences attended and professional activities this year.
d. conferences, workshops and other professional growth activities.	___	___	
29. There is available to the school psychologist:			29.
a. adequate office space that insures privacy;	___	___	
b. private and appropriate areas in the schools for interviewing and counseling;	___	___	
c. adequate secretarial services;	___	___	
d. easy access to a telephone for private conversations;	___	___	
e. travel allowance;	___	___	
f. funds for registration fees at conferences.	___	___	

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Criteria	Assessment		Documentation
	Yes	No	
30. The school psychologist has a budgeted amount of money each year for professional materials.	___	___	30.
31. As a representative of the child study team, and whenever appropriate, the school psychologist meets with instructional staff on a planned schedule to review each handicapped pupil's progress and revise the program when needed.	___	___	31.
32. The school psychologist is available to provide assistance to general educational staff with respect to the cognitive, emotional and behavioral functioning of pupils having learning difficulties in their classrooms.	___	___	32.
33. The school psychologist provides individual and small group counseling to pupils and parents.	___	___	33.
34. The school psychologist is available to consult with the general education staff regarding policies and procedures which affect the mental health of the student body.	___	___	34.

Criteria	Assessment		Documentation
	Yes	No	
c. has an identifiable apportioned time commitment to the district;	___	___	
d. is available during the hours pupils are in attendance [6:28-1.3(a);2.3(a)].	___	___	
27. The records of the school psychologist are maintained in compliance with state law and regulations [6:3-2.4].	___	___	27.
28. The school psychologist keeps informed of the latest developments in the field by participating in:			28.
a. the school district's program of professional development [6:28-2.5(a)];	___	___	a. Copy of program.
b. county and state meetings;	___	___	b. List of organizations belonged to.
c. professional organizations;	___	___	c. List of meetings and conferences attended and professional activities this year.
d. conferences, workshops and other professional growth activities.	___	___	
29. There is available to the school psychologist:			29.
a. adequate office space that insures privacy;	___	___	
b. private and appropriate areas in the schools for interviewing and counseling;	___	___	
c. adequate secretarial services;	___	___	
d. easy access to a telephone for private conversations;	___	___	
e. travel allowance;	___	___	
f. funds for registration fees at conferences.	___	___	

Criteria	Assessment		Documentation
	Yes	No	
30. The school psychologist has a budgeted amount of money each year for professional materials.	___	___	30.
31. As a representative of the child study team, and whenever appropriate, the school psychologist meets with instructional staff on a planned schedule to review each handicapped pupil's progress and revise the program when needed.	___	___	31.
32. The school psychologist is available to provide assistance to general educational staff with respect to the cognitive, emotional and behavioral functioning of pupils having learning difficulties in their classrooms.	___	___	32.
33. The school psychologist provides individual and small group counseling to pupils and parents.	___	___	33.
34. The school psychologist is available to consult with the general education staff regarding policies and procedures which affect the mental health of the student body.	___	___	34.

Conclusions and Actions

1. Consider the activities in which the school psychologist is engaged. What percentage of time is given to each activity? Do these activities and time commitments coincide with the job description? Are the time allocations consistent with sound professional practices? If not, how can this be changed?

2. How can the school psychologist become involved in activities beyond the mandated functions that help to enhance the district's general education program?

3. For each criterion in Chapter 7B answered "No," a plan for improvement will be completed by _____ (Date), and the work itself completed by _____ (Date).

CHAPTER 7C

SCHOOL SOCIAL WORKER

CHAPTER 7C - SCHOOL SOCIAL WORKER

Criteria	Assessment Yes	Assessment No	Documentation
1. The SSW is available to parents:			1.
a. to assist them in understanding the written reasons for their child's referral to the child study team,	___	___	
b. to explain their due process rights regarding referral, evaluations, classification, participation in I.E.P. and program development, placement, records, etc.;	___	___	
c. to answer their questions regarding N.J.S.A. 18A:46, N.J.A.C. 6:28, and N.J.A.C. 6:3 [6:28-1.5].	___	___	
2. The SSW begins the social evaluation of the pupil only after parental approval of the referral has been granted [6:28-1.5(a)].	___	___	2.
3. Following parental consent, the SSW participates with other members of the basic child study team in making a preliminary determination of the need for a comprehensive evaluation of that pupil [6:28-1.5(d)].	___	___	3.
4. The social case study is a comprehensive evaluation which includes evidence of, but is not limited to:	___	___	4. Samples of social case studies.
a. observation of the pupil;	___	___	
b. communication with the pupil;	___	___	
c. an evaluation of the family factors which contribute to the pupil's adjustment;	___	___	
d. an evaluation of the community factors which contribute to the pupil's adjustment;	___	___	

Criteria	Assessment		Documentation
	Yes	No	
e. an evaluation of the school factors which contribute to the pupil's adjustment [6:28-1.6(g)4].	___	___	
5. The parents provide information to the SSW to be used as part of the evaluation data [6:28-1.6(e)].	___	___	5.
6. The social case study:			6.
a. contains only such information as is relevant to the education of the pupil [6:3-2.2(c)];	___	___	
b. does not include the religious or political affiliation of the pupil and parents unless they have requested that that information be included [6:3-2.3(a)1,i];	___	___	
c. does not label the pupil as illegitimate [6:3-2.3(a)1,i];	___	___	
d. is a part of the data on which a pupil's classification is based [6:28-1.3(d)].	___	___	
7. The evaluation by the school social worker:			7.
a. is carried out, to the extent feasible, in the pupil's native language;	___	___	
b. gives consideration to the pupil's socio-cultural background and adaptive behavior in home and in school [6:28-1.6(c)];	___	___	
c. includes a home visit.	___	___	
8. Each social case study is:	___	___	8.
a. done for each pupil individually [6:28-1.6(c)];	___	___	

Criteria	Assessment		Documentation
	Yes	No	
b. objectively based on the personal observations or knowledge of the school social worker who originated the study [6:3-2.2(c)];	___	___	
c. concluded with a summary statement which is based on the SSW's interpretation of the findings and includes the SSW's professional impressions [6:28-1.8(d)];	___	___	
d. dated and signed by the SSW [6:3-2.2(h)].	___	___	
9. If a social case study from an approved clinic, agency, or professional in private practice is accepted by the SSW, this acceptance is formally stated in writing [6:28-1.6(j)].	___	___	9.
10. As a member of the basic child study team, the SSW participates in the decision regarding the classification of each pupil, and development of the I.E.P., including the recommended program, placement, and related services to be provided [6:28-1.3(d); 1.7(a)].	___	___	10. Sample classification report.
11. The SSW signs the classification report [6:28-1.8(i)].	___	___	11.
12. With other members of the basic child study team, the school social worker helps to develop:			12. Sample I.E.P.
a. the basic plan section of each pupil's individualized educational program;	___	___	
b. the instructional guide dealing with techniques and activities designed to support the personal-social development of the pupil [6:28-1.8].	___	___	

Criteria	Assessment		Documentation
	Yes	No	
13. The SSW provides individual or group counseling to pupils and parents.	___	___	13. Report of counseling activities.
14. Whether or not the pupil is classified, the SSW participates in explaining the evaluation results to the parents [6:28-1.6(i)].	___	___	14. Sample conference report.
15. In evaluating pupil progress with respect to objectives delineated in the pupil's I.E.P., the SSW uses measurement techniques that are appropriate for the objective being measured, such as personal observation, teacher reports, and interviews with pupils, parents, teachers, school counselors, and agency personnel, etc. [6:28-1.2;1.6(c);1.8(d)7].	___	___	15.
16. The SSW participates in the annual review of the I.E.P. at a meeting attended by those designated by regulation [6:28-1.8(f)].	___	___	16. Sample report of annual review.
17. The SSW reevaluates each classified pupil every three years, or whenever evidence is presented to the child study team that indicates that a classification or program may no longer be appropriate [6:28-1.6(p); 1.7(g)].	___	___	17. Sample report of re-evaluation.
18. Whenever appropriate, the SSW visits and reviews the programs of private schools prior to proposed placement [6:28-4.4(a)3].	___	___	18.
19. When a pupil is being returned to the community from an institution, the SSW, together with other social agency staff and a representative of the institution, assists with the re-entry of the pupil to an appropriate educational program in the public school.	___	___	19.

Criteria	Assessment		Documentation
	Yes	No	
20. The SSW is available for consultation with:			20. Report of involvement with consultation.
a. pupils;	___	___	
b. parents;	___	___	
c. classroom teachers;	___	___	
d. school counselors;	___	___	
e. school health services personnel;	___	___	
f. school administrators;	___	___	
g. social agency representatives.	___	___	
21. The SSW, either alone or with other staff members, plans and provides in-service programs to district personnel and to parents [6:28-2.5(a)].	___	___	21. Copy of agendas.
22. The SSW is a resource person to parents, pupils, and school staff regarding services offered by community agencies.	___	___	22.
23. The SSW participates in:			23.
a. reviewing and revising the policies and procedures of the special services department;			
b. evaluating the effectiveness of the district's special education programs and services [6:28-2.7(a)].	___	___	
24. The SSW is thoroughly familiar with:			24.
a. state laws and rules and regulations regarding special education and pupil records [N.J.S.A. 18A:46; N.J.A.C.6:28 and N.J.A.C.6:3-2];	___	___	
b. policies and procedures adopted by the local board of education.	___	___	

Criteria	Assessment		Documentation
	Yes	No	
25. A job description for the SSW exists and is approved by the board of education.	___	___	25. Copy of the job description.
26. The district has employed sufficient SSWs to insure the required services as specified in the rules and regulations [6:28-1.3(b)].	___	___	26.
27. The SSW:			27. Weekly work schedule.
a. has a standard certificate in school social work issued by the N.J. State Department of Education;	___	___	
b. is an employee of the local board of education;	___	___	
c. has an identifiable apportioned time commitment to the district;	___	___	
d. is available during the hours pupils are in attendance [6:28-1.3(a); 2.3(a)].	___	___	
28. The records of the SSW are maintained in compliance with state law and regulations [6:3-2.4].	___	___	28.
29. The SSW keeps informed of the latest developments in the field by participating in:			29.
a. the school district's program of professional development [6:28-2.5(a)];	___	___	
b. county and state meetings;	___	___	
c. professional organizations;	___	___	
d. conferences, workshops and other professional growth activities.	___	___	
30. There is available to the SSW:			30.
a. adequate office space that insures privacy;	___	___	
b. private and appropriate areas in the schools for interviewing and counseling;	___	___	
	___	___	
	___	___	

Criteria	Assessment		Documentation
	Yes	No	
c. adequate secretarial services;	___	___	
d. easy access to a telephone for private conversations;	___	___	
e. travel allowance;	___	___	
f. funds for registration fees at conferences.	___	___	
31. The SSW has a budgeted amount of money each year for professional materials.	___	___	31.
32. As a representative of the child study team, and whenever appropriate, the SSW meets with instructional staff on a planned schedule to review each handicapped pupil's progress and revise the program when needed.	___	___	32.
33. The SSW is available to assist the general educational staff with respect to the emotional and behavioral functioning of pupils having learning difficulties in their classrooms.	___	___	33.
34. The SSW is available to consult with the general education staff regarding policies and procedures which affect the mental health of the student body.	___	___	34.

Conclusions and Actions

1. Consider the activities in which the SSW is engaged.
   What percentage of time is given to each activity?
   Do these activities and time commitments coincide with the job description?
   Are the time allocations consistent with sound professional practices? If not, how can this be changed?

2. In what ways does the SSW act as an advocate for parents and pupils?

3. How does the SSW maintain an effective liaison between a pupil's home and the school?

4. How can the SSW more effectively collaborate with community agencies to solve specific problem situations?

5. How can the SSW work with the school and the community to identify and develop needed services for children?

6. How can the SSW become involved in activities beyond the mandated functions that would help to enhance the district's general education program?

7. For each criterion in Chapter 7C answered "No," a plan for improvement will be completed by _____ (Date), and the work itself completed by _____ (Date).

CHAPTER 7D

SCHOOL HEALTH SERVICES RELATED TO SPECIAL EDUCATION

CHAPTER 7D - SCHOOL HEALTH SERVICES RELATED TO SPECIAL EDUCATION

Criteria	Assessment Yes	Assessment No	Documentation
1. The district employs certified health services personnel [6:11-12.9; 6:28-2.3(a)].	___	___	1.
2. School health services personnel are involved in the identification of potentially handicapped pupils of all ages [6:28-1.1(c); 6:28-1.3(c)].	___	___	2. Description of the role of the health services specialist in the identification process.
3. Each handicapped pupil has a comprehensive health appraisal as part of the total evaluation process [6:28-1.6(g)1].	___	___	3.
4. Every comprehensive health appraisal performed by a health specialist other than one employed by the board of education is reviewed and signed by the school physician [6:28-1.6(g)1].	___	___	4. Sample copy of accepted report/ acceptance form.
5. The school health services specialist assists in the collection of data necessary for the evaluation and classification of handicapped pupils [6:28-1.6].	___	___	5.
6. As part of the classification conference the school health services specialist is available to:			6.
a. provide health information;	___	___	
b. participate in the discussion of the health appraisal;			
c. review findings of other medical specialists [6:28-1.7(a)].	___	___	

Criteria	Assessment		Documentation
	Yes	No	
7. Whenever appropriate, the school health services specialist participates in the development of the individualized education program [6:28-1.8].	___	___	7. Sample I.E.P.s
8. Whenever appropriate, the school health services specialist participates in designing the instructional guide [6:28-1.8(e)].	___	___	8. Sample guides
9. Whenever appropriate, the school health services specialist participates in the annual review of the I.E.P. [6:28-1.8(f)].	___	___	9. Sample I.E.P.s that have been reviewed.
10. The school health specialist is consulted with regard to referrals to medical specialists and health agencies.	___	___	10.
11. The school health services specialist is involved in the review and reclassification process [6:28-1.6(p)].	___	___	11. Sample cases
12. School health services are provided to handicapped pupils attending eligible private schools [6:28-4.4(a)1].	___	___	12.
13. The school health specialist is responsible for verifying that all handicapped pupils are immunized, including those placed in eligible private schools [N.J.S.A. 26:1A-7 and the Sanitary Code, Chapter 14; N.J.A.C. 4.5(d)].	___	___	13.

Criteria	Assessment		Documentation
	Yes	No	
14. Facilities for the school health services specialist are clean, attractive, private and large enough to provide effective health services.	___	___	14.
15. The school health services specialist has adequate, properly functioning equipment and sufficient supplies for effective health services.	___	___	15.
16. The school health services specialist attends inservice programs to improve his/her knowledge and skill in working with handicapped pupils [6:28-2.5(a)].	___	___	16. List of programs attended.
17. The school health services specialist provides inservice to the teaching staff in regard to the identification of pupils with possible handicaps of a physical nature.	___	___	17. Sample agendas of inservice presentations and dates of these presentations.
18. The school health services specialist consults with the parents of handicapped pupils in regard to health care and resources available to their child.	___	___	18.
19. The school health services specialist monitors the administration of medication to handicapped pupils who require it.	___	___	19. Copies of procedures and forms developed.

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Conclusions and Actions

1. Does the school district have sufficient health care services to meet the demands? If not, what action is anticipated?

2. Does the health services specialist have assigned responsibilities, such as clerical duties, that reduce the amount of direct service to pupils? If so, what action will be taken to increase the amount of direct health services?

3. For each criterion in Chapter 7D answered "No," a plan for improvement will be completed by _____ (Date), and the work itself by _____ (Date).

CHAPTER 7E

SPEECH CORRECTIONIST

CHAPTER 7E - SPEECH CORRECTIONIST

Criteria	Assessment Yes	Assessment No	Documentation
1. All pupils between the ages of 5 and 20 have available to them the services of a speech correctionist [6:28-1.1(c);1.2].	___	___	1.
2. The district has a program for the screening of pupils for speech handicaps at the following levels:			2. A description of the screening program and indication of levels at which screening occurs.
a. prekindergarten;	___	___	
b. kindergarten;	___	___	
c. pupils new to the district;	___	___	
d. later elementary levels [6:28-1.1(c);(e)].	___	___	
3. There is a written plan for continuing identification of pupils with communication handicaps [6:28-1.4].	___	___	3. A copy of this plan
4. Procedures for the identification of potentially communication handicapped pupils and their referral to the speech correctionist are known to teachers and parents.	___	___	4. Copies of communications developed for parents/teachers.
5. Parents are notified of their child's referral to the speech correctionist and informed of their rights of due process [6:28-1.5(b)].	___	___	5.
6. Each pupil identified as potentially communications handicapped has been appropriately evaluated for classification by the speech correctionist alone or with other required specialists [6:28-1.6(h)].	___	___	6.

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Criteria	Assessment		Documentation
	Yes	No	
7. Individual evaluations by the speech correctionist are completed on all pupils prior to classification as "Communication Handicapped," and include at least the following:			7. Sample case studies.
a. oral examination;	___	___	
b. phonetic analysis;	___	___	
c. general language assessment;	___	___	
d. audiometric screening;	___	___	
e. teacher consultation [6:28-1.6(c)].	___	___	
8. All pupils determined to be "Eligible for Speech Correction Services" have been classified by the speech correctionist [6:28-1.6(h);1.7(f)].	___	___	8. Sample case studies.
9. All pupils determined to be "Communication Handicapped" have been classified by the basic child study team after consultation with the speech correctionist and other appropriate specialists [6:28-1.6(h);1.7(f)].	___	___	9. Sample case studies.
10. An I.E.P. has been developed for each pupil classified as "Communication Handicapped" [6:28-1.8(a);(k)].	___	___	10. Sample I.E.P.s
11. I.E.P.s for Communications Handicapped pupils are reviewed and revised at least annually [6:28-1.8(f)].	___	___	11. Sample I.E.P.s that have been revised.
12. Grouping of pupils for speech correction is based upon their individual needs.	___	___	12. A copy of the speech correctionist's schedule.
13. One-to-one speech correction is provided for pupils who require it [6:28-2.2(a)].	___	___	13.

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Criteria	Assessment		Documentation
	Yes	No	
14. Speech instruction is provided a sufficient number of times each week to insure effective correction.	___	___	14.
15. The facilities in which speech correction is conducted are adequate for the number of pupils, their ages and disorders.	___	___	15.
16. Materials, equipment and furniture used by the speech correctionist are adequate for the number of pupils, their ages and disorders.	___	___	16.
17. Progress notes are maintained by the speech correctionist for each classified pupil receiving services.	___	___	17. Sample copies of progress notes.
18. The speech correctionist is allowed sufficient time to consult with the pupil's teacher and parents to provide progress updates, reinforcement activities and other necessary information.	___	___	18.
19. The speech correctionist is involved in activities such as:			19. Schedule of those activities engaged in.
a. language stimulation groups;	___	___	
b. audiometric examinations;	___	___	
c. inservice to teachers;	___	___	
d. other.	___	___	
20. The records of the speech correctionist are mandated and, therefore, are maintained in compliance with state law and regulations [6:3-2].	___	___	20.
21. The district employs a sufficient number of speech correctionists to ensure required services [6:28-1.3(g)].	___	___	21.

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Criteria	Assessment		Documentation
	Yes	No	
22. The speech correctionist keeps informed of the latest developments in the field by participating in:			22.
a. the school district's program of professional development [6:28-2.5(a)];	___	___	
b. county and state meetings;	___	___	
c. professional organizations;	___	___	
d. conferences, workshops, and other professional growth activities.	___	___	

Conclusions and Actions

1. Is there a waiting list of pupils to receive speech correction? How long a wait/number of pupils?

2. Are the screening procedures adequate? How can the procedures be improved?

3. Does the child study team request the services of the speech correctionist?

4. Is the expertise of the speech correctionist used for the enhancement of the district's speech and language program? If not, how can this be accomplished?

5. For each criterion in Chapter 7E answered "No," a plan for improvement will be completed by _____ (Date), and the work itself by _____ (Date).

CHAPTER 7I

SCHOOL COUNSELOR SERVICES RELATED TO SPECIAL EDUCATION

CHAPTER 7F - SCHOOL COUNSELOR SERVICES RELATED TO SPECIAL EDUCATION

Criteria	Assessment Yes	Assessment No	Documentation
1. School counselors are involved in the identification and referral process of handicapped pupils [6:28-1.3(c)].	___	___	1. Description of the role of the school counselor in the identification and referral process.
2. The school counselor assists in the evaluation of handicapped pupils by making background information and pertinent data available to the child study team.	___	___	2.
3. Whenever appropriate, the school counselor participates in the development of the individualized education program [6:28-1.8(c)].	___	___	3. Sample I.E.P.s
4. Whenever appropriate, the school counselor participates in the annual review of the I.E.P. [6:28-1.8(f)].	___	___	4.
5. School counselors consult with the child study team regarding the progress of handicapped pupils.	___	___	5. List of scheduled meetings between counselors and child study team personnel or description of any other reporting process designed to accomplish this goal.
6. School counselors help facilitate the mainstreaming of handicapped pupils.	___	___	6. List of ways this is accomplished.
7. The school counselor provides services to parents of handicapped pupils.	___	___	7. Description
8. When appropriate, the school counselor provides counseling (individually and in small groups) to handicapped pupils.	___	___	8. List of students served.

Criteria	Assessment		Documentation
	Yes	No	
9. The school counselor helps the handicapped pupil to gain self-awareness, make decisions and clarify values.	___	___	9. Brief description of programs and list of handicapped pupils who have participated.
10. The district employs school counselors with standard certificates issued by the New Jersey Department of Education [6:28-2.3(a)].	___	___	10.
11. The district employs sufficient numbers of counselors to insure that handicapped pupils have available the same services provided to non-handicapped pupils.	___	___	11.
12. School counselors are familiar with:			12.
a. state laws and rules and regulations regarding special education and pupil records (N.J.S.A. 18A:46; N.J.A.C. 6:28 and N.J.A.C. 6:3);	___	___	
b. policies and procedures adopted by the local board of education.	___	___	
13. There is available to the school counselor:			13.
a. adequate office space that ensures privacy;	___	___	
b. private and appropriate areas in the schools for interviewing and counseling;	___	___	
c. adequate secretarial services;	___	___	

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Criteria	Assessment		Documentation
	Yes	No	
d. easy access to a telephone for private conversations;	___	___	
e. funds for registration fees at conferences.	___	___	
14. The school district provides the school counselor with opportunities for professional growth regarding the guidance and counseling of handicapped pupils.	___	___	14. List professional development opportunities for the school counselor (such as workshops, inservice, subscriptions to professional journals and enrollment in graduate courses).
15. The school counselor participates in programs to inform staff of the counselor's role in working with handicapped pupils.	___	___	15. Dates, sample agendas and other materials from such presentations.
16. The school counselor provides leadership in developing career education for handicapped pupils.	___	___	16. Brief description of program(s).
17. School counselors take specific handicaps into consideration when assessing classified pupils.	___	___	17. Describe how standardized test instruments, such as interest inventories, have been used with handicapped pupils.
18. School counselors are involved in securing job placements and/or continuing education for handicapped pupils.	___	___	18. Annual placement reports.
19. The school counselor secures follow-up information regarding the job performance of handicapped pupils.	___	___	19. Follow-up reports.

Conclusions and Actions

1. Have school counselors compiled clearly defined goals, objectives, and evaluation materials pertaining to their involvement with handicapped pupils? Is there a district policy related to this issue?

2. What can the school counselor do to facilitate more effectively the mainstreaming process of handicapped pupils?

3. How can the school counselor best use knowledge of human development processes to provide services for handicapped pupils?

4. How can the school counselor make use of community resources in helping handicapped pupils?

5. Does the district need a school counselor whose full time responsibility is service to handicapped pupils?

6. For each criterion in Chapter 7F answered "No," a plan for improvement will be completed by _____ (Date), and the work itself by _____ (Date).

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CHAPTER 8

STAFF DEVELOPMENT, ORIENTATION AND TRAINING

CHAPTER 8 - STAFF DEVELOPMENT, ORIENTATION AND TRAINING

THE DISTRICT HAS A COMPREHENSIVE PLAN OF PERSONNEL DEVELOPMENT COVERING SPECIAL EDUCATION AND RELATED SERVICES, REGULAR EDUCATION AND ADMINISTRATIVE STAFFS TO ENABLE THEM TO FUNCTION EFFECTIVELY IN CARRYING OUT THEIR RESPONSIBILITIES TO HANDICAPPED CHILDREN [6:28-2.5].

Criteria	Assessment		Documentation
	Yes	No	
1. The district conducts an annual assessment of staff training needs as related to its objectives for special education [Chapter 212].	___	___	1. A copy of the needs assessment.
2. A plan is written and implemented for meeting staff training needs (administrators, supervisors, pupil personnel staff, teachers, aides) [6:28-2.5].	___	___	2. A copy of the plan for training staff to be completed in the next 12 months.
3. Staff involved with special education programs and related services have opportunities for professional development through:			3. Listing of opportunities.
a. visits to other programs;	___	___	
b. attendance at relevant workshops and conferences;	___	___	
c. participation in professional organizations related to the education of handicapped children;	___	___	
d. books and journals in their professional fields.	___	___	
4. Each training program is evaluated for its effectiveness in improving the capabilities of special and regular education personnel and for determining the subsequent year's training needs and programs.	___	___	4. Copies of training program evaluations and a summary of how they generated plans for the subsequent year.

Conclusions and Actions

1. If a comprehensive program of staff development is not being carried out by the district, when will a plan be written? What programs and activities will be implemented?

2. If a comprehensive program of staff development is being implemented, have changes resulted? Are the changes effective? In what areas have the changes been effective?

3. Is the plan for personnel development based on a comprehensive needs assessment of each staff component?

4. Is the importance of ongoing professional development for special education and pupil personnel staff recognized by the district? Are sufficient resources devoted to implementing a broad range of programs and activities to support this?

5. Does the district devote sufficient resources to the implementation of a broad range of programs and activities designed to improve the capabilities of their regular education staff in working with handicapped students assigned to them?

6. What evidence is there that regular education teachers have benefited from orientation/staff development activities in identifying, screening, and referring handicapped children?

7. What evidence is there that regular education teachers have gained from technical and consultative services?

8. For each criterion in Chapter 8 answered "No," a plan for improvement will be completed by _____ (Date), and the work itself by _____ (Date).

CHAPTER 9

PUPIL RECORDS

CHAPTER 9 - PUPIL RECORDS

THE DISTRICT HAS POLICIES AND PROCEDURES WITH RESPECT TO ACCESS, MAINTENANCE AND CONFIDENTIALITY OF PUPIL RECORDS [6:3-2.1,2.2].

Criteria	Assessment Yes	Assessment No	Documentation
1. The policy and procedures regarding pupil records guarantee parents/adult pupils access within a reasonable period of time to all records on the individual pupil [6:3-2.2(g)1].	___	___	1. A copy of the policy and procedures.
2. The policy states the types and locations of records collected, maintained, or used by the local district [6:3-2.2(g)3].	___	___	2.
3. Parents/adult pupils are notified annually of their rights regarding pupil records.	___	___	3. Copies of letters or other means of notifying parents of their rights.
They are given copies of pertinent laws and regulations upon request [6:3-2.2(d)].	___	___	
4. Parents/adult pupils are made aware of their appeal rights related to pupil records [6:3-2.7].	___	___	4. Explanation of how appeal rights regarding records are made known to parents and how parents are advised and assisted. List of informal and formal hearings and outcomes.
5. Copies of information in the record are furnished to a parent(s) or adult pupil upon request [6:3-2.5].	___	___	5. List of parental requests for information. Quote the fee charged for duplication.
6. Only authorized organizations, agencies or persons have access to pupil records [6:3-2.5].	___	___	6. A list of authorized organizations, agencies, and persons who have had access to pupil records.

Criteria	Assessment		Documentation
	Yes	No	
7. Unless otherwise judicially instructed, parents/adult pupils are notified of all judicial orders for release of information from the record [6:3-2.6(a)4].	___	___	7. All instances where parents/adult pupils were notified of judicial orders for release of information.
8. Written consent is obtained from parents/adult pupils prior to each release of records to other than authorized school personnel [6:3-2.5(d)9].	___	___	8. Copies of parents'/adult pupils' consent prior to release of records.
9. In every instance of inspection of pupil records by persons who do not have assigned educational responsibility, an entry is made in the pupil record of the names of persons granted access, the reason, time and circumstances of inspection, the records inspected and the purpose for which the data will be used [6:3-2.6(a)3].	___	___	9. Copies of requests for release of information, including requester, purpose and action taken.
10. The chief school administrator or his/her designee is responsible for the security of pupil records [6:3-2.4(a)].	___	___	10. Name of official designated.
11. Whenever records are inspected, the chief school administrator or his/her designee, is present [6:3-2.6(a)3].	___	___	11. Documentation that chief educational officer, or his/her designee, was present at each inspection.
12. All anecdotal information and assessment reports inserted in the record are dated and signed by the originator [6:3-2.2(h)].	___	___	12.

Criteria	Assessment		Documentation
	Yes	No	
13. Procedures for deleting data felt to be derogatory or inaccurate by the parents/adult pupil are followed [6:3-2.7].	___	___	13. Copy of procedures
14. Upon request, reports obtained by parents/adult pupils are added to the file [6:3-2.7(a)2].	___	___	14.
15. Information in mandated pupil records is destroyed when it is no longer needed to provide educational services to the pupil but then only after approval by the chief school administrator or designee following written approval of parents/adult pupils [6:3-2.8( )].	___	___	15. Check of sample of records.
16. The district keeps in perpetuity the required records for those pupils for which this is the school of last attendance [6:3-2.8(c);(e)].	___	___	16.

Conclusions and Actions

1. How can the district make its policies and procedures for pupil records more effective?

2. Can pupil records be more effectively organized and maintained?

3. Have teachers received adequate in-service training regarding pupil records and the responsibilities they have in their maintenance?

4. Has the board of education been informed about state rules and regulations pertaining to pupil records?

5. Has the district made every effort to assure that parents/adult pupils fully understand their rights in regard to pupil records?

6. Have there been complaints from parents/adult pupils in regard to records? How have these been handled?

7. Does more extensive in-service training for community, parents, and/or staff appear warranted? If so, what actions will be taken?

8. For each criterion in Chapter 9 answered "No," a plan for improvement will be completed by _____ (Date), and the work itself by _____ (Date).

CHAPTER 10

TRANSPORTATION

CHAPTER 10 - TRANSPORTATION

THE DISTRICT PROVIDES APPROPRIATE TRANSPORTATION FOR PUPILS WITH SPECIAL NEEDS[6:28-3.4].

Criteria	Assessment Yes	Assessment No	Documentation
1. Transportation requirements are specified in the pupil's I.E.P. [6:28-1.8(d)6].	___	___	1. Document extent of services and procedures used.
2. An individual is delegated the responsibility for special needs transportation.	___	___	2.
3. Drivers are given the training necessary to deal with specific pupil needs.	___	___	3.
4. Transportation for handicapped pupils is provided:			4.
a. with regular education pupils where possible;	___	___	a.
b. with trained aides assigned to vehicles that transport pupils with limited mobility or when other conditions warrant;	___	___	b.
c. in vehicles adjusted to accommodate special needs such as wheelchairs, crutches, etc.	___	___	c.
d. for field trips and after-school activities [6:28-3.4].	___	___	d.

Criteria	Assessment		Documentation
	Yes	No	
5. No pupil is transported continuously for more than one hour.	___	___	5.
6. No pupil is left unattended in a vehicle.	___	___	6.
7. Drills are conducted for emergency evacuation of vehicles.	___	___	7.

Conclusions and Actions

1. Are any handicapped pupils being transported on other than district owned or contracted vehicles? If so, why?

2. For each criterion in Chapter 10 answered "No," a plan for improvement will be completed by _____ (Date), and the work itself by _____ (Date).

CHAPTER 11

PHYSICAL FACILITIES

CHAPTER 11 - PHYSICAL FACILITIES

THE DISTRICT COMPLIES WITH ALL REGULATIONS REGARDING PHYSICAL FACILITIES, SPACE REQUIREMENTS, AND CLASSROOM FURNISHINGS NECESSARY FOR INSTRUCTION AND THE PROVISION OF RELATED SERVICES TO HANDICAPPED PUPILS [6:28-3.1(d)].

Criteria	Assessment		Documentation
	Yes	No	
1. Appropriate school facilities are accessible to handicapped children [6:28-3.1(d)3].	___	___	1.
2. Classroom space is appropriate for instructional activities and meets state requirements and guidelines [6:28-3.1(d)].	___	___	2.
3. Adequate space and accommodations are available for use by related services personnel.	___	___	3.
4. Instructional areas are appropriately furnished and equipped [6:28-3.1(d)].	___	___	4.
5. Instructional areas have sufficient storage and display space.	___	___	5.
6. Fire, safety, and lighting standards meet legal requirements [6:28-3.1(c)].	___	___	6.
7. Adequate lavatory facilities are provided and are readily accessible [6:28-3.1(c)].	___	___	7.
8. Adequate indoor and outdoor facilities for physical education are provided [6:28-3.1(d)3].	___	___	8.

Conclusions and Actions

1. Are the facilities, equipment, materials, and space adequate to educate handicapped pupils?

2. Is there discrimination against handicapped students in the allocation of facilities, equipment, materials or space?

3. Are the locations of special education classes within the mainstream of the school to avoid isolating and stigmatizing handicapped pupils?

4. Are any special education classes housed in substandard facilities?

5. What plans for improvement of facilities are being made? The plans will be completed by _____ (Date), and the improvements completed by _____ (Date).

CHAPTER 12

FINANCE AND BUDGET

CHAPTER 12 - FINANCE AND BUDGET

FUNDING IS PROVIDED AT A LEVEL SUFFICIENT TO MEET ALL NECESSARY REQUIREMENTS FOR SPECIAL EDUCATION AND RELATED SERVICES.

Criteria	Assessment Yes	Assessment No	Documentation
1. Financial provisions allow for sufficient special education programs and related services.	___	___	1. Auditing of all financial accounts and records dealing with special education. (Documents have to be identified and listed.)
2. Financial provisions allow for sufficient staff to identify, evaluate, classify, and provide follow-up to placement consistent with state statute, regulations, and guidelines.	___	___	2. Report of percentage of increase/decrease for each budget account number related to special education and related services from the previous to the current budget year.
3. Financial practices are established that make adequate program planning possible.	___	___	3.
4. There is no discrimination against handicapped pupils in the allocation of funds.	___	___	4. Overall increase/decrease for the district budget.
5. Funds from special federal and state grants are used to enhance local programs of special education, not to supplant funds for mandated programs.	___	___	5.

CHAPTER 13

PROVISION OF SERVICES TO PUPILS IN PRIVATE SCHOOLS

CHAPTER 13 - PROVISION OF SERVICES TO PUPILS IN PRIVATE SCHOOLS

HANDICAPPED CHILDREN, WHEN PLACED IN PRIVATE SCHOOLS BY THE LOCAL DISTRICT, RECEIVE A FREE APPROPRIATE EDUCATION AT PUBLIC EXPENSE AND UNDER PUBLIC SUPERVISION [6:28-4].

Criteria	Assessment Yes	Assessment No	Documentation
1. The private schools proposed for placement are eligible to educate public school handicapped pupils [6:28-4.1(a)].	___	___	1. A list of private schools for the current school year receiving pupils from the district.
2. A member of the child study team visits and reviews the program of the proposed private school prior to placement [6:28-4.4(a)3].	___	___	2. Records containing descriptions of visits and conclusions for each private school.
3. Parents are encouraged to visit the proposed private school prior to placement [6:28-4.4(a)3].	___	___	3.
4. Each proposed private school placement has received prior approval from the County Supervisor of Child Study [6:28-4.1].	___	___	4. Appropriate forms have been filed with and signed by the County Supervisor of Child Study.
5. The director of the private school has confirmed in writing that the I.E.P. was received and the required program can be provided within the private school [6:28-4.4(a)1].	___	___	5. Copies of the signed confirmations.
6. The district makes certain that immunization records accompany each pupil placed in a private school [6:28-4.5(d)].	___	___	6. District has documentation indicating that immunization records accompanied the child to the private school.
7. The district retains responsibility for annual review of the pupil's progress, in accordance with the I.E.P., and includes the private school in this process [6:28-4.4(a)5].	___	___	7. A schedule of the cooperative annual review is on file for all children placed in private schools.

Criteria	Assessment Yes	Assessment No	Documentation
8. The district designates someone to ensure receipt and review of at least three progress reports per year submitted for each pupil by private schools [6:28-4.4(a)4].	___	___	8. Progress reports and notations are available in the district's files.
9. With out-of-state placements, an effort is made by the district to act as liaison between the family and the private school regarding academic progress and social adjustment of the pupil.	___	___	9. Records of contacts with agencies, private schools, parents, etc. that are in the files of the districts.
10. Attendance records of non-public school placements are reviewed regularly and appropriate action taken by the LEA with respect to habitual tardiness or prolonged absence [6:28-4.5(c)].	___	___	10. Attendance records.
11. Two weeks notice is given by the LEA to the private school and parents prior to the withdrawal of any pupil [6:28-4.7].	___	___	11. An up-to-date listing of non-public school pupils, dates of placement and termination.
12. The parents do not assume the costs when placement in a residential school has been recommended by the district for educational purposes [6:28-4.3(f);(g)].	___	___	12. A list of handicapped pupils in residential settings as well as total cost figures.
13. Educational materials and/or equipment acquired by the district for use by the pupil in a private school remain under control of the district.	___	___	13. Records that indicate the specific property in question.

Conclusions and Actions

1. In what ways could relationships with private schools be enhanced?

2. What could be done to assist parents in working with private school personnel?

3. For each criterion in Chapter 13 answered "No," a plan for improvement will be completed by _____ (Date), and the work itself by _____ (Date).

CHAPTER 14

COMMUNITY AND INTERAGENCY RELATIONS

CHAPTER 14 - COMMUNITY AND INTERAGENCY RELATIONS

THE DISTRICT IS INVOLVED WITH PARENTS OF HANDICAPPED CHILDREN, ORGANIZATIONS AND INDIVIDUALS KNOWLEDGEABLE ABOUT EDUCATION AND TRAINING OF HANDICAPPED PUPILS, AND PUBLIC AND PRIVATE NON-PROFIT AGENCIES ENGAGED IN WORK ALLIED WITH THE EDUCATION OF HANDICAPPED PUPILS.

Criteria	Assessment Yes	Assessment No	Documentation
1. When appropriate, the district makes use of the services of publicly financed agencies, such as:	___	___	1.
- New Jersey Rehabilitation Commission	___	___	
- Division of Youth & Family Services (D.Y.F.S.)	___	___	
- New Jersey Commission for the Blind	___	___	
- County Welfare Board	___	___	
- Municipal Welfare Agency	___	___	
- Medicaid	___	___	
- Community Mental Health Centers	___	___	
- Municipal Recreation Department	___	___	
- County Probation/Parole Department	___	___	
- Bureau of Day Training, Division of Human Services	___	___	
- County Medical/Health Agencies	___	___	
- Community Youth Services Programs	___	___	
- Other	___	___	
2. There is a person(s) in the pupil personnel services department designated as the liaison between the school district and public and private community agencies.	___	___	2. Designated individual(s) by agency.
3. When the district has responsibility for a pupil under the care of D.Y.F.S., the district accepts the identification by the Division and refers the pupil to the basic child study team [6:28-1.4(d)].	___	___	3. List of pupils identified by D.Y.F.S. and indication of which ones have been evaluated.

Criteria	Assessment		Documentation
	Yes	No	
4. The district secures approval from the office of the County Superintendent of Schools and the Branch of Special Education and Pupil Personnel Services when services are purchased from eligible approved diagnostic clinics, agencies, or professionals in private practice to supplement the district's team services [6:28-1.3(f)].	___	___	4. List of persons providing such services by name and affiliation.
5. When the district purchases diagnostic or professional services, the basic child study team develops and coordinates the appropriate I.E.P. [6:28-1.3(f)].	___	___	5. Sample I.E.P.s
6. Appropriate agency representatives are present for team conferences regarding pupils who come under that agency's care [6:28-1.8(c)].	___	___	6. Sample cases
7. There is a description in the pupil's I.E.P. of community services that will be used [6:28-1.8(d)6].	___	___	7. Sample I.E.P.
8. When a potentially handicapped pupil is returning to the public school from an institution, a representative of the institution participates with the district team in educational planning for the pupil.	___	___	8. Sample cases

Criteria	Assessment		Documentation
	Yes	No	
9. Parents concerned with special education are encouraged and assisted to form activity and discussion groups.	___	___	9. List of active parent groups
10. When appropriate, representatives of the community participate in the development of the district's comprehensive plan of personnel development [6:28-2.5(a)].	___	___	10.
11. The school conducts meetings with parents and community agencies to provide information regarding pertinent topics related to the education of handicapped pupils.	___	___	11.

Conclusions and Actions

1. How can the district develop a more comprehensive program for involving broad segments of the community, including parents, community agencies and business in its special education programs?

2. What is the nature of the relationship between the school district and community agencies? Can these relationships be improved? What can be done?

3. For each criterion in Chapter 14 answered "No," a plan for improvement will be completed by _____ (Date), and the work itself by _____ (Date).